

WASA
SOCIETY

THE **ACE** VOL. 17 1975

SE

EDA

THE ENGLISH SPEAKING SOCIETY OF WASEDA UNIVERSITY

先輩の一言

高橋 賢治

昭和41年早大・政経卒
需給企画部
課長代理

国際的な雰囲気の中で仕事をしたい…

これがぼくのこの会社に入社した動機です。

日本人の伝統と価値観を尊重する一方、

国際人としての自律型人間に社員が成長するよう見守ってくれる…

そんな会社ですね、モービルは。

ええ、もちろん満足してますよ……今の仕事に。

Mobil

モービル石油株式会社

〒100 東京都千代田区大手町1-7-2 サンケイビル新館

TEL03(244)4243





THE ACE 1975

**THE ENGLISH SPEAKING SOCIETY
OF
WASEDA UNIVERSITY**

**ANNUAL
RECORD
VOL. 17**

PUBLIC RELATIONS SECTION

Preface

"THE ACE"—The Cradle of Our Refreshing Memories

Experiences will go a long way with a man.

A man will never be free from his past.

We all live on the slow-swinging cradle of our memories.

During college life in our prime we marked the significant steps on the English Speaking Society of Waseda University (the WESS). That would necessarily influence our whole life calling the vivid and aggressive self-portrait in our youth, we should always encourage ourselves to tackle the questions which face us. The WESS to be sure drills you and me enough to do it well.

The magazine, "THE ACE," has reported club activities and then poured the latent energy to challenge our future full of pictures and articles. It also has played the noticeable role to share the status-quo of the WESS with each other member and even the graduates. So on opening each page of "THE ACE", we will recall the series of what we were doing in the club. That is just my hope and the theme reminiscent of the past volumes.

From the first issue, "THE ACE" has numbered 17 volumes. My honorable forerunners made various trials to leave the prominent traces on the pages, for instance, an opinion poll conducted by our members or a publication of some social study by P.R. Section. Among them, I have chosen the modest but steady way. To be featured, "THE ACE Vol. 17" presents you two special readings. They are available and helpful to construct your speech.

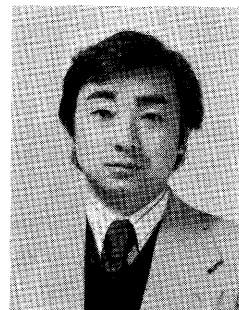
"THE ACE" will immortally accumulate its volumes to record all the brilliance you achieved in the history of the WESS. Now comes the time you try to be the hero and heroine in the booklet. "If not now, when?" (this year's slogan) I really hope this keeps engraving your juvenescence.

Last but not least, I express my wholehearted thanks to all members, graduates and cooperators, particularly Mr. Sato and Miss Yoshizawa, for their good advice and kindness.

March 9, 1976

Yoshinori Ishikawa

*Editor-in-chief
(Economics, Junior)*



Contents

Preface	Yoshinori Ishikawa	
Greetings	Katsumi Itoh	
Greetings	Toshiki Fujiba	
Traces '75 Photo		1
Activities		7
WESS FAMILIES		11
Thespian Art		
LITHUANIA Story, Cast, Staff		15
LITHUANIA	Naomi Kurakami	16
Cooperation Brings Us "Victory"	Hiroshi Kokubo	17
Public Speaking		
WANTED: ORATORY	Kazutaka Haruna	19
Because My Mother Told Me To Do So	Toshiki Fujiba	20
To Be A True Internationalist	Takahashi Wagatsuma	21
Where Have All The Speeches Gone?	Makoto Arai	23
THE FIFTH K.U.E.L. FIVE MAN TEAM DEBATING CONTEST		
Resolved: that Japan Should Possess Nuclear Weapons.		
AFFIRMATIVE CONSTRUCTIVE SPEECH		25
NEGATIVE CONSTRUCTIVE SPEECH		28
Japan in Food Crisis	Hisayuki Inoue	31
Special Readings		
Debate with Yourself	Michihiro Matsumoto	39
PUBLIC SPEAKING	Donald W. Klopff	40
Managing Staff in 1975		47
Report from The Treasurer		
TOHMONKAI'S COLUMN		48
GRADUATES' COLUMN		49

Greetings

Value of Records

Records of successful experiences must be kept for future reference for they will give hope, courage and confidence at the time of crisis. Records of failures make precious warning and advice about possible mistakes.

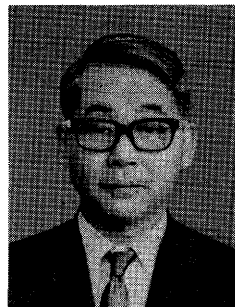
The records of your efforts, activities and their results in 1975 are presented by the E.S.S. in "THE ACE" which is the greatest tangible prize the Society can offer you. This is a trophy of your youthful battle. Not all the cries, noises, fears and joys, and loves and angers are inscribed on it, but it will help to bring back the memory of all the details of your precious days.

You have done a lot of things as members of the Society, but you are bound to do more in future. Memory is not a thing to live on but is a helpful nutrition that gives man energy and courage to tackle difficult problems.

There will be time when you need encouragement and confidence of no other person but yourself. Then, you will open "THE ACE" and find what you need.

Katsumi Itoh

*Professor, Waseda University
President and Advisor*



Greetings

No Pains, No Gains

"Are you satisfied with your English ability?" "No." "Do you want to be good at English?" "Yes." "Then, do you read an English paper 15 minutes a day? Do you speak out English 15 minutes a day? How many of you can answer 'Yes' to all these questions?"...."No one?"...."How about to one of them?"...."A few?"...."Do you really want to be good at English?" "Yes." "What are you doing for that purpose?"....

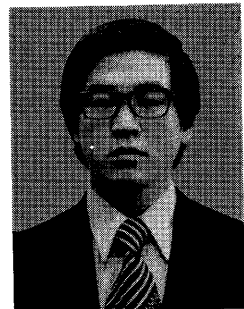
This can be a supposed conversation in the E.S.S. now. You may think that I am persuading you to study English harder, but I am not intending that. I want you to know the importance of process in getting one's desires by talking about the above example.

Many of us want to be good at English, but few are making effort for that purpose. We are filled with this kind of easy-going attitude or idleness, not only in English study but also in many other things. We are apt to choose an easier way (I don't mean an effective way) in getting our desires. We escape from hard and bitter ways, even though we know it is necessary to go those ways courageously. Without efforts, who can get desires? Every fruitful result comes after hard efforts.

If you dare to go through hardships, the fact you have overcome them will be your great confidence and it will make you happy, even if you cannot get the goal, you are on the way. The greater the hardship is, the greater happiness you will gain.

1975 was the year of hardships for me, but I am filled with satisfaction. So, I want to express my hearty thanks to all E.S.S. members and to all who helped us.

I say good-bye to my ever unforgettable position with these words: "No pains, no gains."

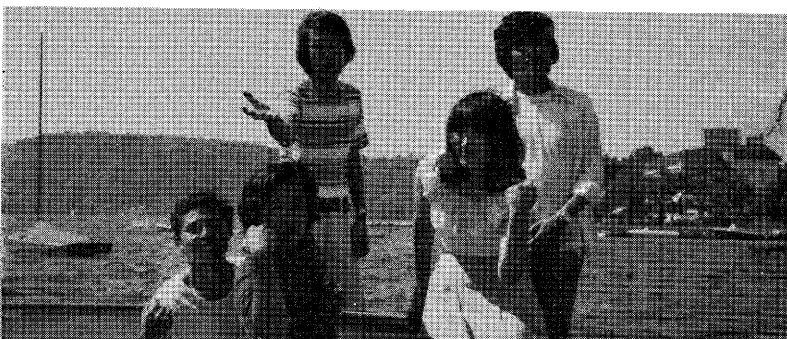
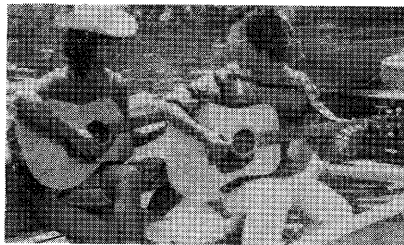
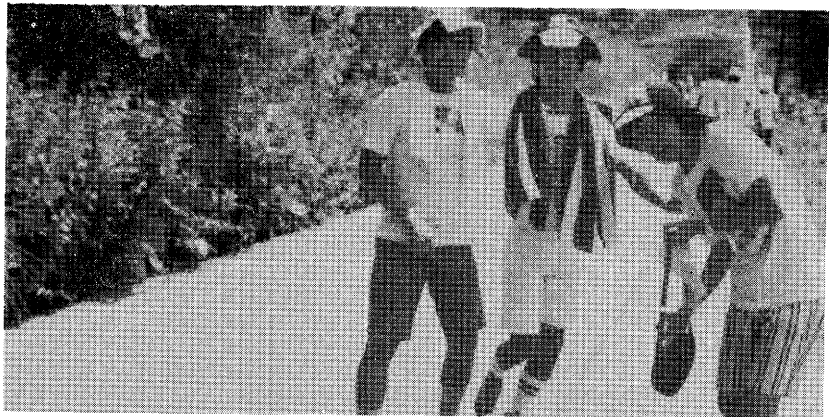


Toshiki Fujiba

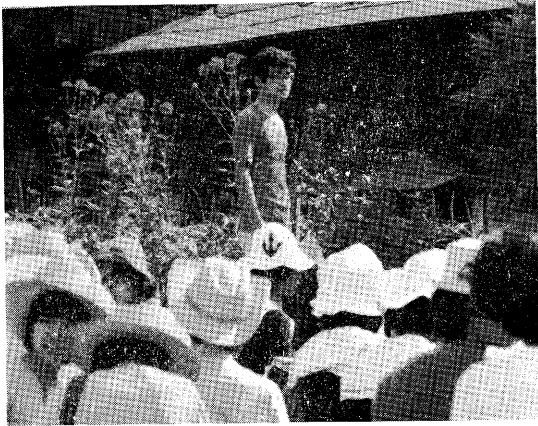
*Chairman
(Economics, Junior)*

TRACES

1975



SUMMER CAMP



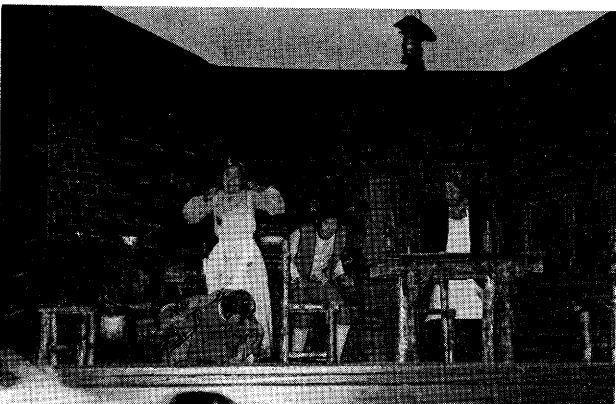
Sweat and Souvenirs

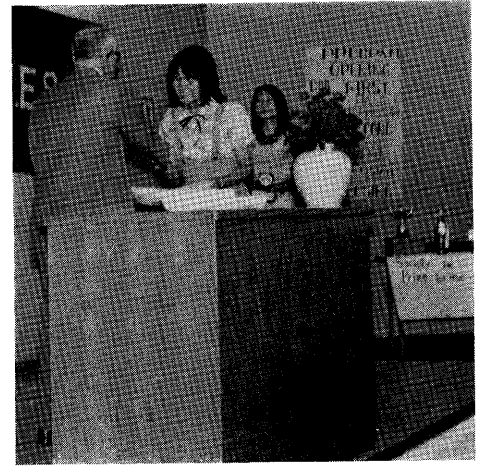
at the Lake Nojiri



DRAMA LITHUANIA

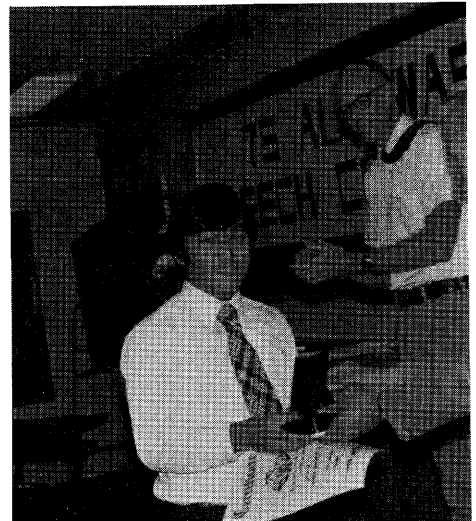
FATHER: I'm working and keeping you two, and doing my best and I'm starving. And he's a thief and alone, and he has all that money. If there were a God, would He let that be?
(from "Lithuania" by Rupert Brooke)

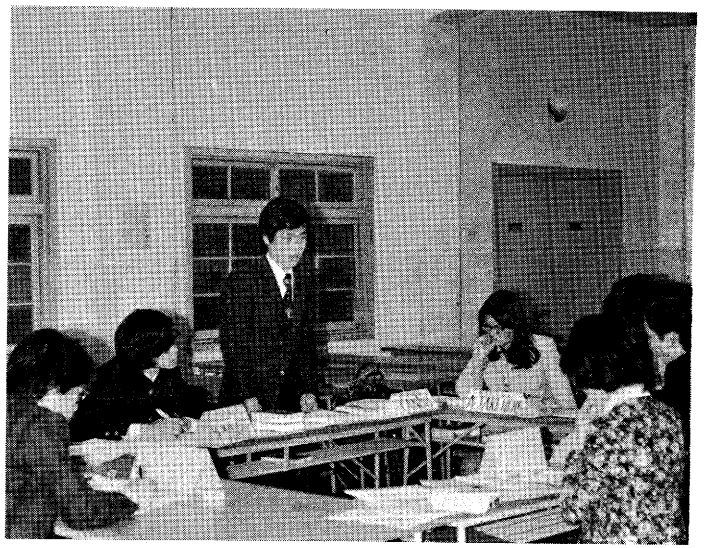




In our complex and ever-changing international situation the age when Japan what she wanted and got it is gone. From now it is how she goes about saying it. We already have the tool called English. What we need right now is technology called oratory and that begins with speech communication.
 (from "WANTED; ORATORY" by K. Haruna, Chief of Speech Section '75)

SPEECH



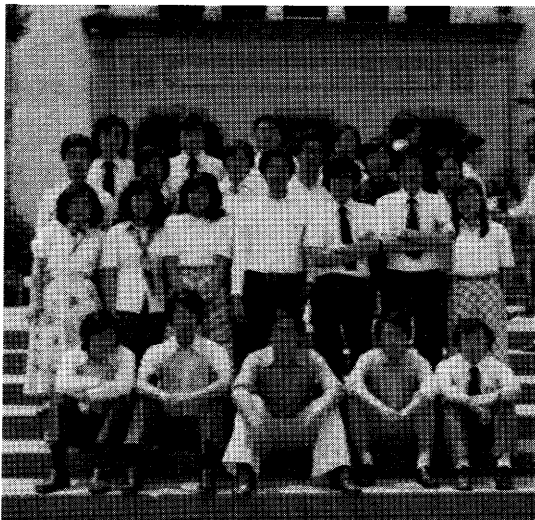


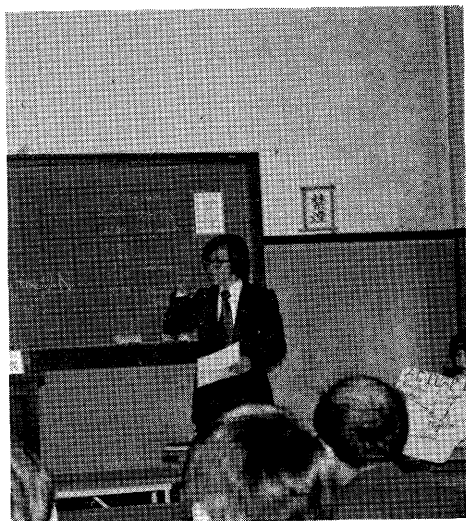
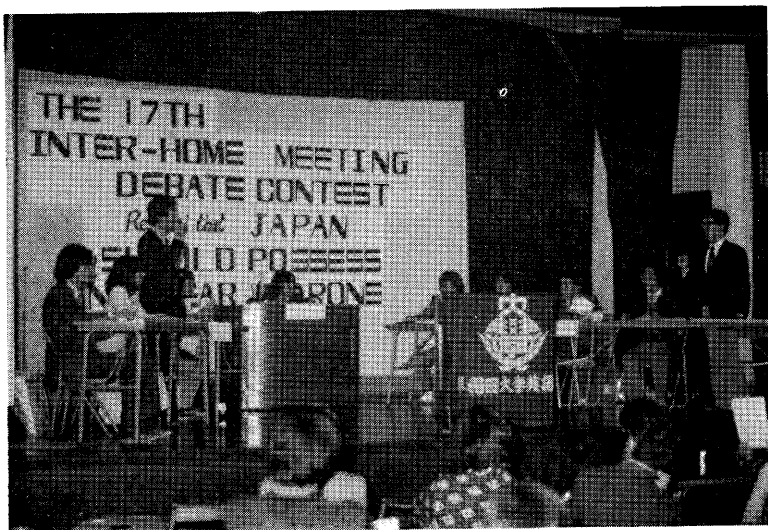
DISCUSSION

In our diversifying society, lacking in real human relations based on our mutual understanding, we can hardly slight the importance of oral exchange of information, views and thoughts with which Discussion provides you.

Discussion plays the role of bridge of mutual understanding among us to seek for the betterment of what we are.

(H. Inoue, Chief of Discussion Section '75)

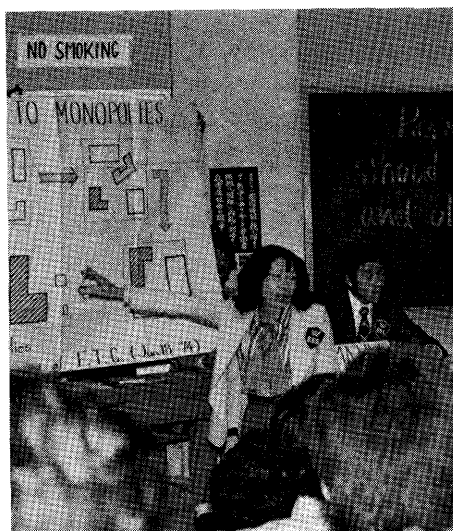




DEBATE

Debate Section have gone forward under the belief, "Victory is Satisfaction" We've done anything possible for our victory.

(Koichi Miyamoto,
Chief of Debate Section '75)



TRACE OF ACTIVITIES

- Apr. 6 T.I.D.L. Home to Home Debating Match vs. Tokyo Institute of Technology
Title: Resolved; that a Food Reserve System Should be established by the U.N.
Aff. Mr. Ishii and Miss Kobayashi (lost)
Neg. Mr. Shimizu and Miss Hamamoto (lost)
- 8 T.I.D.L. Home to Home Debating Match vs. W.E.S.A.
Aff. Mr. Kato and Mr. Satomura (lost)
Neg. Mr. Miyake and Mr. Shimada (won)
- 12 Welcome Party
- 16 T.I.D.L. Home to Home Debating Match vs. Keio Univ.
Aff. Mr. Sakaguchi and Miss Hasegawa (won)
Neg. Mr. Arai and Miss Yamada (won)
- 20 T.I.D.L. Home to Home Debating Match vs. Hosei Univ.
Aff. Mr. Satomi and Miss Takahashi (lost)
Neg. Mr. Ohtsuka and Miss Saibara (won)
- 21 Joint Discussion with Kansai Univ.
- 26 T.I.D.L. Home to Home Debating Match vs. Meiji Univ.
Aff. Mr. Fujita and Mr. Miyake (won)
Neg. Mr. Otaka and Mr. Shimojima (lost)
- 29 T.I.D.L. Model Debate and Lecture
Mr. Nakamura and Mr. Sato
Mr. Kawamoto and Mr. Sugiyama
- May 1 Joint Discussion with Kwansai Gakuin Univ.
- 3-4 K.U.E.L. Five-Man Team Debate Contest
Title: Resolved; that F.T.C. should be empowered to break up monopolistic and oligopolistic corporations
Mr. Fukuda, Mr. Inomae, Mr. Miyamoto, Mr. Torimiya and Miss Hirata
- 11 T.I.D.L. Home to Home Debating Match vs. Aoyama Gakuin Univ.
Aff. Mr. Maeda and Mr. Nishizawa (lost)
Neg. Mr. Mesuda and Mr. Yamamoto (won)
- 12-14 Oral Interpretation Contest (elimination)
- 15 T.I.D.L. Home to Home Debating Match vs. Meiji Gakuin Univ.
Aff. Mr. Higuchi and Mr. Uematsu (won)
Neg. Mr. Fujita and Mr. Satomura (lost)

- 17 Oral Interpretation Contest (final)
 1st Prize: Mr. Itani
 2nd prize: Miss Ueno
 3rd Prize: Mr. Komine
- 18 K.U.E.L. Freshman Discussion
- 21 General Meeting
- 24 Waseda—Keio Oral Interpretation Contest
 Society Prize: Keio Univ.
 3rd Prize: Mr. Itani
 5th Prize: Miss Suzuki
 6th Prize: Miss Ueno
- 27-June 2 Kansai Epedition
 Mr. Inoue, Mr. Yoda, Mr. Fujiba, Mr. Ishikawa,
 Mr. Kurihara, Mr. Fukuda, Mr. Ando, Mr. Ohta,
 Mr. Tanaka, Mr. Muto, Mr. Yokoyama, Mr. Satomura,
 Mr. Ohtaka, Mr. Shimojima, Mr. Shimada, Mr. Miyake,
 Miss Someya, Miss Okazaki, Miss Kaneda,
 Miss Shiozaki, Miss Matsumoto, Miss Takeuchi
 Subject: "Japan in Food Crisis" "The Limit of Growth"
- 27 Joint Discussion with Kobe College
- 29 Joint Discussion with Kansai Univ.
- 30 Joint Discussion with Ritsumeikan Univ.
- June 1 Joint Discussion with Kwansei Gakuin Univ.
- 9-11 T.I.D.L. Championship Debate Contest (W.E.S.S. elimination)
- 14-15 T.I.D.L. Championship Debate Contest
 Mr. Kawamoto and Mr. Sugiyama
- 16-17 Junior Speech Contest (elimination)
- 21 Junior Speech Contest (final)
 1st Prize: Mr. Yamada
 2nd Prize: Mr. Arai
 3rd Prize: Miss Hamamoto
- 24-25 Waseda, Keio and Hawaii Univ. Exchange Debate Match
 Mr. Miyamoto and Mr. Togawa
- 27 Drama Festival
- 28 Four Univ. Junior Speech Contest
 Society Prize: Waseda Univ.
 1st Prize: Mr. Arai
 4th Prize: Miss Hamamoto
- 29-30 Japan Intercollegiate Discussion Meeting
- July 26-31 Summer Camp at Lake Nojiri
- Sep. 25-27 All Waseda Speech Contest (elimination)
- 28 Sophia Debate Tournament (Waseda elimination vs. W.E.S.A.)

- Oct. 4 All Waseda Speech Contest (final)
 1st Prize: Mr. Arai
 2nd Prize: Mr. Fujiba
 3rd Prize: Mr. Higuchi
 Most Promising Freshman: Mr. Itani
 Most Promising Sophomore: Miss Asako
 H.M. Prize: Johoku H.M.
- 10-11 All Japan I.E.C. Debate Contest
 Mr. Watanabe and Mr. Yoshioka
- 18 Inter-Home Meeting Debate Contest
 Title: Resolved; that Japan should possess Nuclear
 Weapons
 1st Prize: Johoku H.M.
- 18 The 4th Annual Dean's Cup English Speech Contest sponsored
 by Tokyo Women's Christian Jr. College E.S.S.
 2nd Prize: Miss Kinoshita
- 19 Junior Debate Contest
 1st Prize: Yokohama H.M.
- All Japan Speech Contest for Amano Trophy
 2nd Prize: Mr. Fujiba
- 25-26 Japan Intercollegiate Discussion Meeting
- 26 Asia Cup Speech Contest
 1st Prize: Miss Kaneda
- The English Oratorical Contest for President Cup sponsored by
 Sacred Heart Women's Univ.
 1st Prize: Mr. Arai
- The English Oratorical Contest for President Cup sponsored by
 Bunkyo Women's Junior College
 3rd Prize: Mr. Koishikawa
- Nov. 1 The 14th Waseda-Keio English Oratorical Contest
 Society Prize: Waseda Univ.
 1st Prize: Mr. Arai
 2nd Prize: Mr. Wagatsuma
 4th Prize: Mr. Fujiba
- 7 Junior Discussion
- 10 Joint Discussion with Japan Women's College
- 15 The 11th East-West 6-Univ. Oratorical Contest
 Society Prize: Waseda Univ.
 2nd Prize: Mr. Arai
 4th Prize: Mr. Wagatsuma
- The 15th Intercollegiate Speech Contest sponsored by
 Tokyo Univ. of Agriculture
 1st Prize: Mr. Itani
- 15-16 The 2nd All Japan Student Conference
 Mr. Inoue, Mr. Ishikawa, Mr. Tanaka, Mr. Imai,
 Mr. Satomura and Mr. Handa

- 16 Takasaki City Mayor's Cup Speech Contest
1st Prize: Mr. Fukuda
- I.C.C. Speech Contest for Kaneko Trophy
2nd Prize: Mr. Wagatsuma
- 22-24 Four Univ. English Theoretical Contest
Grand Prize: Waseda Univ.
- 22-23 All Japan Intercollegiate Five-Man Team Debate Contest
(Kanto elimination)
Mr. Kurihara, Mr. Miyamoto, Mr. Ohmori,
Mr. Torimiya and Miss Numajiri
- 23 The English Oratorical Contest for President Cup sponsored by
Q.G.S.
1st Prize: Mr. Haruna
- 23 The English Oratorical Contest for Obara Trophy sponsored by
Tamagawa Univ.
1st Prize: Miss Yoshizawa
- The English Oratorical Contest for President Cup sponsored by
Tokyo Univ. of Agriculture and Technology
3rd Prize: Mr. Kamiya
- 29 All Tokyo English Oratorical Contest sponsored by Seikei Univ.
1st Prize: Mr. Fujiba
- 30 All Japan Intercollegiate Five-Man Team Debate Contest
(East Japan elimination)
1st Prize: Waseda Univ.
- Dec. 6-7 The 3rd All Japan Intercollegiate Five-Man Team Debate Contest
1st Prize: Waseda Univ.
- 13 The 2nd All Japan Intercollegiate English Oratorical Contest for
the Ohkuma Trophy
3rd Prize: Mr. Haruna
- 20 Closing Party

Kazuhiko Kurihara

*Planning and Management Agent
(Economics, Junior)*

STORE PLANNING SERVICE

Consultation Services:

Construction:

Interior Decoration:

Display:

Scientific Preservation:

Educational Design and Planning:

Printed Media, Photography, Films:

TANSEISHA
〒113/4-5-5 YUSHIMA, BUNKYO-KU, TOKYO

WE!

WESS FAMILIES



MEJIRO



KOENJI



AKIHABARA

YOKOHAMA



SHIBUYA



SHINJUKU



JOHOKU



GREGG
SHORTHAND

THE CHUO STENO COLLEGE

take advantage *f* I think of you *b. n*
won't you please *?*
get in touch with me *~~~~~*

Do you know how Gregg Shorthand can be a strong weapon in your academic and business life? Let us tell you more about it by sending you a full story about the courses we offer.

Studying Gregg Shorthand will also upgrade your hearing ability, vocabulary power, and your knowledge of modern sentence patterns in business communications.

Applications are accepted for enrollment in January, April, July, and October each year. Why not call 362-4191 today. Complete brochures will be yours for the asking.

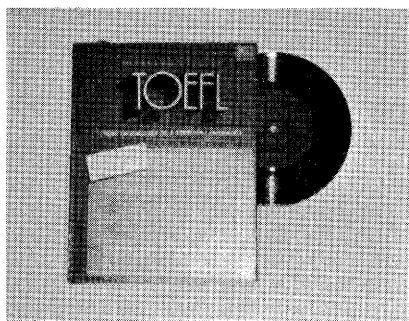
Call **362-4191** 中央ステノ・カレッジ 新宿区西新宿7-4-7〒160
(新宿駅西口・緑屋先百米)

洋書 ビブロス

☆☆☆☆☆☆☆☆

米国留学最新問題集(輸入'75年版)

“好評発売中！” 3,600円



日本で最初の
PEGUIN BOOKSHOP
WITH-IN BOOKSHOP

(株) スクール・ブック・サービス 新宿区高田馬場1-26-5
F1ビル4F Tel.(200)4531

Thespian *Art*



Maxim Gorky, "The Lower Depths"

LITHUANIA

Written by Rupert Brooke

STORY

One evening in autumn, a STRANGER comes to a hut in Lithuania (Soviet Russia). A poor family lives there. The MOTHER and the DAUGHTER are often alone at this lonely house.

The STRANGER tells the family that he is rich. During the day he got lost in the woods on his way to Mohilev. He asks for a night's lodging. The MOTHER promises him a bed because she thinks the family can get through the winter if he pays for their hospitality. So she gives him most of their food and all of the vodka.

The FATHER becomes angry when he comes back from the fields and hears about the MOTHER's foolish generosity. The MOTHER and the DAUGHTER try to persuade him to kill the STRANGER for his money. But the FATHER hasn't the nerve, and goes down to the vodka shop to get a drink. The two women cannot stand waiting for him to come back, and at last they kill the STRANGER themselves.

The VODKA-SHOPKEEPER and his SON bring the FATHER home to congratulate the whole family on their son's coming home after twenty years. Before the son had come to his family, he had gone to their shop and told his story.

The STRANGER was their own son, who had run off when he was thirteen. He had come home to please his family.



— CAST —

The Stranger:	Hiroshi Kamiya (1)
The Mother:	Yoshiko Ishimine (2)
The Daughter:	Mayumi Kousaka (1)
The Father:	Seichou Kameoka (1)
The Young Man:	Masahiko Ikeda (1)
The Vodka Shopkeeper:	Naoto Fuse (1)
The V.S.'s Son:	Takahisa Tanemura (1)

— STAFF —

Producer:	Toshiki Fujiba (3)
Director:	Naomi Kurakami (3)
Assistant:	Hiroshi Nishinakama (2) Takahisa Tanemura (1)
Stage Manager:	Hiroshi Kokubo (3)
Assistant:	Koji Shimizu (2)
Setting:	Yoshifumi Ando (3)
Properties:	Koji Makabe (3)
Lighting:	Hiroshi Yoda (3)
Sound Effects:	Hitoshi Tanaka (3)
Costume:	Yutaka Imai (3)
Make-Up:	Takae Narishima (3)
Prompter:	Naomi Ikyu (3) Michiko Okuzawa (3)
Treasurer:	Yasue Morita (3)

LITHUANIA

Naomi Kurakami

Director
(Law, Junior)

We performed a tragedy, "Lithuania," as a production of the Waseda English Speaking Society in 1975. I remember very vividly the impression when I first read the script. I had never read this sort of drama before. I did not have a particular interest in it, but once I started reading this drama, I could not help being involved in it. The plot moved me profoundly. Then, I shall speak of the popularity and goodness of the plot.

It is said that this kind of story is very common. For example, Albert Camus, the famous French author, wrote the drama "The Cross Purpose" (Japanese title is "Gokai") in 1943. The theme is the homecoming of a son who has become rich and his murder by his family. It is definitely the same as that of Lithuania. Moreover, looking back on the history of Western Europe, there were similar plays both in Elizabethan tragedy and in Victorian plays, which used the same plot. Rupert Brooke (1887-1915) himself said that he found this story in a newspaper or that he picked it up while travelling in Europe. Like this, many authors have been dealing with this plot so often that it's very familiar to us.

As for the goodness of the plot, the plot determines the value of tragedy. According to Aristotle (384B. C. -322B. C.), tragedy is a representation of an action that is worth serious attention, complete in itself,—every tragedy has six constituents, which will determine its quality. They are plot, character, diction, thought, spectacle and song. Of these, the most important is the plot, the ordering of the incidents. And of the plot, the two most important means by which tragedy plays on our feeling, are,

"reversals" and "recognition".

In this connection, "Lithuania" has a good plot, from the beginning to the end. A series of actions or incidents the FATHER's return to the hut from the fields; the STRANGER's sudden appearance from upstairs; the YOUNG MAN's unexpected visit; the VODKA SHOP KEEPER's visit keeps you excited, that is, the play never loses the audience. And the MOTHER and DAUGHTER's recognition from the VODKA KEEPER's speech that they have killed a blood relative, necessarily shocks you. Like this, Lithuania is enriched with a good plot.

Secondly, I shall speak of my intention in directing the play. Through this good and popular drama, I wanted to let you know ironical God and unpleasant reality. The FATHER says in this play, "I'm working and keeping you two (the MOTHER and the DAUGHTER) and doing my best, yet, I'm starving. And he (STRANGER) is a thief and alone, and with all that money. *If there were a God, would he let that be?*" As he says, God neglects our life and takes no notice of unpleasant reality. I certainly wanted to insist that "God should wake from his snoring and remember his poor".

In addition, the interesting point to notice is that this play is permeated with sarcasm against Christianity. The son which "was lost and found" is quoted from the Bible (Luke 15, A Prodigal Son). In the Bible, the father killed the fatted calf for his son who came home after running through his money with his woman. But in Lithuania's case, the MOTHER and the DAUGHTER killed the son for his money, though he had come to please his family.

The son received completely opposite hospitality.

Finally, I'd like to say thank you very much to Prof. Itoh and all the members of E.S.S. for helping us for a long time,

and to the graduates for coming to see the performance. I'm very happy as a director that we could present a beautiful production.

Cooperation Brings Us "Victory"

Hiroshi Kokubo

*Stage Manager
(Commerce, Junior)*

Our dream come true on the stage of Hitotsubashi Auditorium on November 24. We have won the Grand Prize with a cast and staff of one hundred. We, the WESS, have tasted the joys of "Victory" after five years' interval since 1969.

Our drama production started with the selection of a scripts, and we decided on the script of "LITHUANIA" written by Rupert Brooke.

Our aim was to expand the base of drama. To do so, we had to put on and make a good play with which all the cast and staff would be satisfied. The condition was as follows: (1) The best script considering understandable English and stage effects; (2) A native speaker as an advisor; (3) A practicable schedule; (4) Contact with many seniors; and (5) The study of the script by the staff. In the case of (1), the script of "LITHUANIA" was suitable for making a good drama though there were a few difficult points in stage effects. (2) Mrs. Rita Oldham (director of Tokyo International Players) gave us a lot of advice on English and action. (3) We got the benefit of four camps at Honjo Seminar House, and we also could acquire mutual understanding between the cast and the members of the Drama Conference. Moreover, the performance at Camp Zama made us confident of success. (4) Every time we

had a camp, Prof. Itoh and many graduates participated in it, and we were taught what WASEDA drama is. (5) "Drama Day" once a week deepened the content of drama and strengthened the collaboration of the staff.

Furthermore, the greatest point which gave us confidence was how important unity and cooperation among the cast and staff were. We recognized that drama was the most traditional activity in our circle, and was backed-up by the visible and invisible aid of many graduates who devoted their life to drama in their university life.

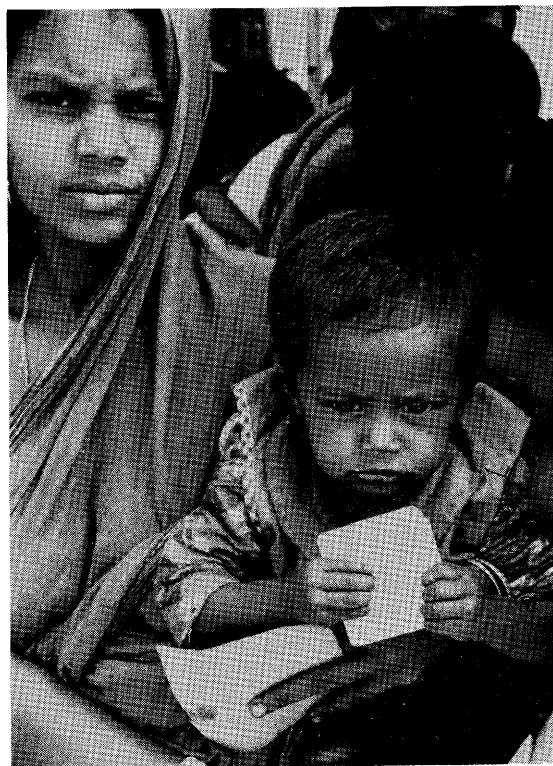
To put "LITHUANIA" on the stage, all the participants in Drama '75 must have spent many days. I'm sure that our performance was the end product of generous efforts, pains and joys of all the cast and staff during the long period of preparation. We will not forget our real satisfaction after the final performance and the very moment when we all were moved to tears.

We would like to make Drama '75 a new stepping stone for the betterment of drama activity in the WESS. I hope the drama activity will be the place where we can pursue the creativeness of the art of drama and improve our English ability.

Finally, let me express my hearty thanks to all the members of the WESS for their kind cooperation and assistance throughout Drama '75.

*Public
Speaking*

***SPEECH
DEBATE
DISCUSSION***



(Photo by Naoaki Usui)

WANTED: ORATORY

Kazutaka Haruna

(Economics, Junior)

The past few months have seen active discussion on the role of English in our schools and universities. What triggered the matter was a contention made by Wataru Hiraizumi, a Liberal Democratic member of the Diet, that today's English education is inefficient; inefficient because, despite the hours allotted for English, it is failing to develop speech proficiency among students.

You and I have been learning the English language as a second language for over six years. Beginning with ABC's and getting onto simple sentences like "I am a boy" and "This is a pen", the six years of work has enabled us to pick up pieces of English literature and read them with an amount of ease. As for vocabularies, any candidate for university must at least know 3000 words and an equal amount of idioms and collocations. In all, our overall ability in English comprehension is quite high and indeed commendable. Then why is the standard of oral skill unsatisfactory?

Before looking into the teaching of English itself let me refer to the teaching of Classical Japanese in order to establish the inefficiency.

Though Classical Japanese is in direct line with today's Japanese and is taught in high schools, we seem to be incompetent at writing and speaking it as Murasaki Shikibu and Onono Komachi wrote and spoke. We have as knowledge, and nothing more than that, the conjugation of verbs, adverbs and adjectives, honorary expressions, sentence patterns and how to put them into modern Japanese. The teaching of English can be likened to

classical Japanese. We are taught grammatical items, sentence patterns and ways to translate them. But here we must be aware of one vital fact: that is, classical Japanese is a dormant language and can only be appreciated in the literary form, whereas English is vivid and its use as a means of international communication and understanding cannot be dismissed.

Can the teaching of an international language like English be the same as a dead language like classical Japanese? Of course, no. Some methods need to be instituted to train students' abilities in using that language.

Contrary to this need, today's English education is encouraging and even instructing students to learn a second language for the sake of entering senior high school or university. This is done by stuffing pupils' heads with assortments of grammar and page after page of tedious translations that would not be used in the actual transaction of words. The saddest thing of all is that many have fallen prey to this obsolete method of teaching English. Every April when our university welcomes new freshmen, the members of the English Speaking Society go out onto the campus and urge them to join our society. But I, more than not, come across reluctant students who brush me aside by saying "English! I'm sick of it! I can do without that for the rest of my life!" These people are obsessed with the idea that a language is something learnt through the eyes and not through the mouth and the ears as well as the eyes. When I was small, I lived in England for several years. There I was taught nothing about

grammar and sentence patterns from the outset, but was told to listen carefully to what my friends were saying and try to use the same expressions when encountering similar situations. To build up my vocabulary and to improve my writing ability, reading books were necessary as well. And within a year or so I was able to mingle with my friends and write English as it should be written. I am convinced that speaking a language will come about very naturally if a language is taught from both the oral and written aspects.

The most needed measure in making English education efficient is to introduce into school curriculums speech oriented lessons; lessons that are devoted to using English as a means of communication.

In our complex and ever-changing international situation, the age when Japan said what she wanted and got it is gone. From now it is how she goes about saying it. We already have the tool called English. What we need right now is technology called oratory, and that begins with speech communication.

Because My Mother Told Me to Do So

Toshiki Fujiba

(Economics, Junior)

Today's society is filled with problems, but the cruelest are the ones which involve innocent children. One of them is the battle for entrance into universities, which they have to fight from childhood to adolescence. The battle is causing misery to children.

Take, for example, a sixth-grade boy I once taught. One day he showed me this diary. It goes as follows: "I came home in the middle of the afternoon after a full day of classes at school. I had a quick snack and took a nap for an hour or so. Then at 5 p.m. I packed up my books again and headed off to the second school, where I studied till 9. Back home once more, I locked myself in my room with a private tutor to do my homework. At 11 p.m. I finally turned out the light." He ended by saying, "Oh, I'm happy only when I hop into bed." This is not a special day, but a usual one for him. And his grueling day is common to Japanese school children. His is a typical life of his age group.

Concerning the above, I read an interest-

ing article in the Asahi Newspaper the other day. It was about a survey on pupils' lives conducted by their parents and teachers at a certain elementary school in Fuchu City. More than 60% of the first-graders are learning English, piano, abacus and other subjects at second schools called "Juku". About 80% of the third-graders go to juku three to four days a week. Ninety percent of the fifth and sixth-graders learn school subjects either at a juku or with a private tutor. And further, from 10 to 20% of them have no time for play, and 50% of them have less than one hour. The report went on and on, but I think this is enough to impress on you the environment in which they are being brought up.

Remember the days when you were about twelve years old. Did you go to a juku to study more than three days a week? Did you shut yourself in your room and study till 11 p.m.? I doubt it, even if you try to convince that you were a very hard worker. As for me, I was worn

out when I came home, but never from studying at a juku. After school I used to get together with my friends and play baseball, football, and sometimes we got into mischief. We did whatever we wished. I was really happy and satisfied with my life, because that was the way children should be.

Once children were little rascals, but not today. Children, to my knowledge, are not developed to the point where they can decide they need to go to juku. I wondered what makes these little rascals so eager to go to juku? So, I asked the boy I taught, "Why do you go to juku?" He answered, "Because my mother told me to do so." This is the most common answer among children who go to juku.

It is parents who force their children to go to juku. It is parents who urge their children to go to the most selective high schools and universities. It is parents who are so anxious about their children's occupations. And it is parents who are responsible for the destruction of their children's happiness. Thus, entrance into selective schools is a battle. And the battle is costly. We often hear of suicides

and mental instability among not only children but also among parents.

Should going to selective schools take priority in one's life? Can warriors with wisdom but without stamina win the battle called life? The answer is "No". There must be many choices in one's life and that particular choice must be made by children themselves. If parents recognize this, children's lives will be more rewarding and livelier.

Again, I would like to call your attention to the article I read in the Asahi Newspaper. It reports that some parents went to a fifth-graders classroom to sound out children by asking, "What do you want to do most now?" With a few exceptions, they answered, "I want to sleep." If I had been asked the same question when I was twelve years old, I would have answered straight away, "I want to play!"

Ladies and gentlemen, it's you and I who are going to have homes, families and children. Do you want to send your children into the furious battle of entrance examinations? Do you want your children to be always sleepy? I don't. I want my children to be little rascals.

To Be A True Internationalist

Takashi Wagatsuma

(Literature, Junior)

The English, French, German, American, Italian, Indian, Russian, Thai, Chinese, Indonesian, Filipino and Korean. What list do you think I have just given you?

This is the order indicating the foreign nationalities favored by Japanese. The English are listed at the top and the Koreans at the bottom. I found these statistics in the book entitled "The Structure of Prejudice". The list shows we

Japanese are inclined to favor Caucasians while we make light of other Asians. Japanese history is probably responsible for such our attitude toward foreign countries and people. Since the Meiji period, Western countries have been our teachers on how to modernize Japan. So we respected them very much. As a result, our way of life has come to have a considerable Western flavor. Fashions, music, food,

and almost everything has Western influence. In our thought, too, Europe and the United States are something we cannot escape, and we are taught that people living there are, somehow, superior to us.

Putting the image of Caucasians aside, let us consider our relations with other Asians. Sorry to say, Asians are not treated as fairly as they should be in Japanese society. It is obvious in the case of Koreans. When they apply for some employment, they are often rejected only because they are Korean. Some of you have heard of the conflicts between Japanese and Korean high school students, haven't you? Those Japanese students hate and fight the Korean students just because they are Koreans. Not only in Japan, but also in other Asian countries, Japanese behave according to the same prejudices. As a matter of course, they receive such a nicknames as "economic animal" or "sex animal".

What has made Japanese so arrogant toward other Asians? I assume that the remarkable economic growth and our achievement of a high living standard has brought the illusion that Japan is a part of the West.

I, myself, used to believe that Japanese were something like Westerners. With this idea, I went to the United States under the exchange program of my school last year. Fortunately, or unfortunately, I was sent to a very conservative, predominantly white, private college where there were only 50 Afro-Americans and only 15 Asians out of 2,000 students. These so called "minority groups" were miserably isolated. In spite of the warm official welcome, they were not equally accepted in the community. At the beginning I stayed out of them for fear of being confined to those groups. I tried to get American friends in order to learn about American life. I went to parties almost every weekend to associate with Americans. I had a good time drinking beer and dancing to loud rock-and-roll music. But one day I noticed

that I was the only non-white person in the huge party crowd. I felt so embarrassed that I could not stay there any longer. After that, I became very much aware of my identity as an Asian rather than as a Japanese. To most Caucasians, Japanese are just a kind of Asian, no matter how Westernized he is. For a whole year, I was annoyed by my persistent self-consciousness.

However, an exception was the time when I once participated in the program called "Christmas International House" which provided foreign students with free accommodation and food for the Christmas vacation. Asian students occupied more than half of those who gathered for the program. It was just like living in an other Asian country, surrounded by other Asians. There, I found myself completely free of racial consciousness and very comfortable among them. I came to share a strong friendship and a feeling of brotherhood with them. Despite the fact that they were as much foreigners to me as were Americans, they seemed to be much closer to me. There were fewer barriers between us. Even though their languages, religions and customs were different, we had a great many things in common. I felt a oneness with them which might have been attributable to our similar cultural backgrounds and to our almost identical physical characteristics. Those people from other Asian countries don't look down on us just because we are yellow-skinned Japanese, instead they look up to us as the leaders of Asia. They regard us as their brothers. Why can't we be as nice and fair to them as we are to Westerners?

Up to today, we Japanese have been merely West-oriented internationalists; that is to say, we still have another half of the way to go. What is required now is for us to make an effort to remove our prejudices against other Asians. In other words, we have to overcome both our inferiority complex toward Westerners and

our superiority complex toward Asians. Let us, all together, re-establish our identity and confidence in what we are, and

move forward to become true internationalists; those who are fair to everybody at their own level!

Where Have All The Speeches Gone?

Makoto Arai

(Literature, Sophomore)

The other day I had a good opportunity to see a program of an old speech contest. It was the 1st All Kanto English Oratorical Contest which was held in 1952, more than 20 years ago. The winner received the highly-coveted Okuma Trophy. I was very much surprised to find that then almost all the speeches dealt with the same subjects as those of today; for example: we should have consideration for others, or we should not be prejudiced, or we should clean the roads, or we should eliminate pollution. Why are such subjects still so common? It is simply because such problems and prejudices still exist today. What does this mean?

One important purpose of a speech is to persuade the audience to put the ideas of the speech into practice and, therefore, solve a crucial problem. In Japan, the English Speaking Societies hold about 80 speech contests in a given year. Taking eliminations into consideration, 4,000 speeches are made. This roughly means that in 20 years more than 70,000 speeches have been delivered in front of audiences totalling millions, members of English Speaking Societies. All of those who listened to the speeches have since gone out into society. If they had put those speeches into practice, many points of issue should have found solutions to them. The speeches of the past must have had definite goals. Then, I asked myself, where have all the speeches gone, without

accomplishing any purpose?

This spring, I chanced to overhear a question, and I discovered one of the reasons why the speeches have had such little effect in improving our society and community. After a speech contest last May, one participant asked a judge this question, "What kind of subject is popular with judges?" Why did he ask such a question? Was he going to decide the subject of his speech in accordance with the Judge's tastes?

Some speakers make speeches on the basis of likes and dislikes of judges in order to win contests. As long as the speakers decide the subject in this way, they cannot speak from their hearts. Audiences are not impressed by insincere speakers. Another tendency of speakers is that, after delivering their speeches, they forget the vital contents and do nothing constructive. In a speech contest, they deliver the speeches with vigor and enthusiasm, as if they were prime ministers or Messiahs. But just after a contest, they often say, "Let's go drinking! I want to forget all about the tiring speech-making preparations and celebrate the end of my job." They completely forget not only the speeches but also their original vigor and enthusiasm which was shown in the speeches. Over drinking, they feel the soothing sense of self-satisfaction as if they have solved the problems just by delivering the speeches. For a speaker,

a speech contest is a good stage to vent his dissatisfaction and frustration.

Considering this, I should say that it is natural and understandable that problems could not be solved by speeches alone. As I realize this, I cannot help saying that we should give up such meaningless speech contests.

Judging is a tiresome business for old judges. They must lose valuable time in every contest to hear speeches with similar contents over and over again.

Ladies and gentlemen, considering all these things, I should like to insist now

that all speech contests in Japan should be abolished. However, I know that, in spite of my personal proposal on abolishing speech contests, they will continue to be held as long as English Speaking Societies exist, and as long as problems keep on coming up. But I don't want to give up hoping that some day all of us will try to solve the problems instead of just making speeches, and that there will be no necessity to hold speech contests.

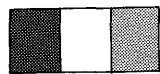
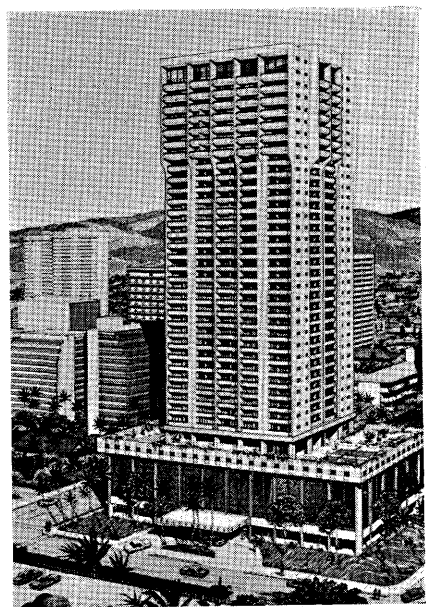
Now, let us all pray for the day when speech contests become a thing of the past.

I thank you.



澄みきつた青空
清潔で機能的な街
心安らぐ緑地
これが
私達アサヒ都市開発(株)の
街づくりのテーマです。

ロイヤルクヒオ(ハワイ)
今年の夏完成の予定 ▶



Asahi Urban Development Corporation

〒100 東京都千代田区有楽町1丁目12番1号

TEL(03) 212-2711

海外法人

●ホノルル

●シドニー

●サンパウロ

●サンフランシスコ

THE FIFTH K.U.E.L. FIVE-MAN TEAM DEBATING CONTEST

Resolved: that Japan Should Possess Nuclear Weapons

WESS TEAM: Kouichi Miyamoto, Kazuhiko Kurihara,
Tetsushi Torimiya, Masao Ohmori, Shizue Numajiri

Affirmative Constructive Speech

Good afternoon, ladies and gentlemen. In this debate, by possess, we mean, to have as Japan's own. Nuclear Weapons, according to the Encyclopedia Britanica, are bombs and other warheads which derive force from either the fission or the fusion of atomic nuclei.

The history of human beings is filled with battles and wars, though how to preserve eternal peace has been the priority of mankind. As these charts indicate,

War, War & War

'39-'45	World War II
'45-'49	Civil War in China
'48	Palestine War
'48	Kashimir Disputes
'49	Sino-Russia Disputes
'50-'53	Korean War
'51	Suez Canal Crisis
'54-	French Indochina War & Civil Wars in Vietnam, Laos and Cambodia
'56-'59	Hungarian Crisis
'62-	Vietnam War
'62	Cuban Missile Crisis
'62	Sino-Indo Border Dispute
'65	Indo-Pakistani War
'67	Arab-Israeli War
'68	Russian Invasion of Czechoslovakia
'69	Sino-Russian Border Dispute
'71	Indo-Pakistani War
'73	Arab-Israeli War

Source: Asahi Year-book

the 20th Century alone has seen numerous, bitter wars. Over 100 wars have occurred since World War II. In Asia, more than 40 armed conflicts have occurred, including the Korean War, the Sino-Indian Border Dispute, the Middle East War and the Vietnam War, despite progress toward détente.

Under such circumstances, our philosophy is to prepare for a war situation at any time; namely, we have to build a sufficient defense system to protect our life and property.

And the Affermative have concluded that nuclear armament is indispensable to make Japan's defense system sufficient, because of the following two reasons:

The first reason: Nuclear Weapons are the most effective defensive power.

In the postwar history of the Diet, the problem of national defense has been a repeated issue of deliberations without any conclusive argument.

This is due to the limitation imposed by Article 9 of the Constitution, which renounces rearmament.

But existence of "Armed Forces", whether one likes it or not, must be permitted as a defensive power. Also, nuclear weapons should be permitted because they can work as the strongest deterrent power against aggression.

As is well-known, nuclear weapons have the most destructive power of all weapons. Thus, nuclear weapons give the most discouraging effect on the enemy, and the enemy is deterred from attacking a nuclear possessor. This is nuclear deterrence and it is the most effective.

"News week", September 15, this year, supports this contention:

"In fact, it can be argued that nuclear weapons today have one unquestioned strategic role: to deter another nuclear power from using its weapons."

Thus, nuclear weapons are the most effective defensive power.

Unfortunately, this country doesn't have a nuclear deterrent.

Here is the second reason: The so-called U.S. "nuclear umbrella" is an illusion.

It is felt that our nation's security could be guaranteed with the powerful U.S. military assistance, including the U.S. nuclear umbrella, which is an indispensable condition in its own defense posture. Since Japan's military strength itself is exceedingly weak, Japan will become a very vulnerable country to aggression when the American nuclear umbrella is unreliable.

And now, we should note that the U.S. nuclear umbrella cannot be an assured defense for Japan; First, because the U.S. nuclear counterattack is not assured in case of attack on Japan, though it should be assured in order to produce a nuclear deterrent. For, when the U.S. retaliates

for its allies with nuclear weapons, it will surely invite direct nuclear counterattack on the U.S. homeland. The U.S. will never tolerate such a sacrifice. Thus, in order to secure its own interest, it is impossible for the U.S. to exercise nuclear counter-attack for its allies.

A famous commentator on the nuclear issue, Pierre M. Gallois stated this theory in his book, "Balance of Terror", quote...

"Nuclear weapons contribute only to their possessors. Because, even if a nuclear possessor were a friendly neighboring ally, it is unthinkable that a nuclear power will secure its allies, at the risk of its own security." unquote.

As the U.S. nuclear counterattack cannot be expected, the U.S. nuclear deterrent cannot be expected either. The U.S. nuclear umbrella has this fundamental defect.

And we have to note, in addition, the U.S. nuclear counterattack is also hardly warranted due to the U.S. reluctance to defend its Asian allies.

The U.S. was called the "Policeman of the World" since World War II, supervising the communist erosion of the free bloc. This is what is called "Pax-Americana".

But the U.S. has been decreasing its commitment to its Asian allies due to the decline of its economic power. Change in the U.S. policy turned out in the Newly-Directed Doctrine declared by Former President Nixon in 1969.

"The Investigation about New Power Relation in Asia", by A Think Tank of the U.S., reports as follows. Quote:



The more you know
about Scotch,
the more you like
Ballantine's

日本総代理店 ▲ 株式会社 明治屋

“The Nixon Doctrine means that the U.S. will gradually decrease the scale and the part of its military intervention in Asia. And it also means the U.S. will make little intervention in Asian affairs because of its negative policy. So the people in Asia must prepare for a decrease of U.S. military contributions in Asia”, Unquote.

As a matter of fact, the U.S. has been withdrawing its troops from Asia and urging each Asian ally to build their own defense without U.S. military assistance.

The United States’ reluctance to aid its Asian allies has become apparent in the fall of South Vietnam this April. This event indicated the end of Pax-Americana.

Former Defense Secretary James R. Schlesinger made clear the U.S. reluctance in the magazine, “Political Science Quarterly this year”. Quote:

“The lessons of Vietnam show that:

First: that everything in the world is not of equal importance to us. Asia and Africa are of vital importance for Asians and Africans. But they are not so important for us Americans.

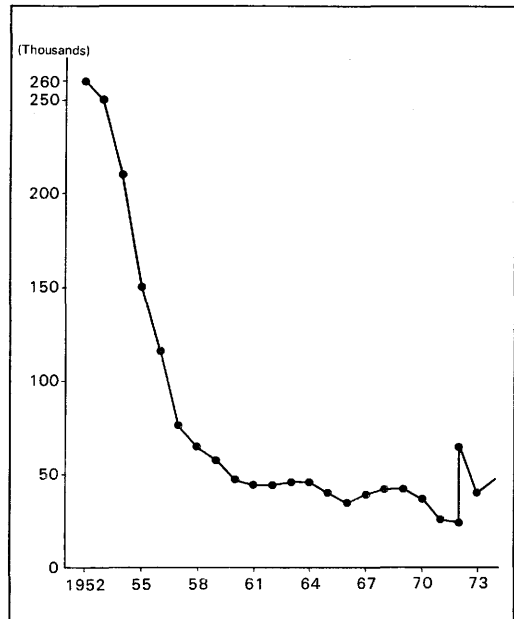
Second: that we cannot do everything in the world. The universalism of the older generation was spacious in design and noble in intent. Its flaw was that it overcommitted our country, our policy, our resources and our rhetoric—”, Unquote.

And it should be noted that despite the repeated declarations by Presidents Kennedy, Johnson and Nixon to defend South Vietnam, the U.S. abandoned her, one of the most important Asian allies. The U.S. turned its back on an ally, by not fulfilling its commitment.

As one of the U.S. Asian allies, Japan cannot help being apprehensive about the U.S. strategic commitment to Japan in an emergency case.

Now, Washington is urging Tokyo to take over the role of Japan’s defense. In fact, the number of U.S. military personnel and troops in Japan have been decreasing year by year. Here we notice the U.S.

The Number of U.S. Military Personnel in Japan



Source: “The Report of Defence Agency ’75”

reluctance to defend Japan.

Russel Spurr, famous commentator on military affairs in the “Far-Eastern Economic Review, November 14, this year” stated our appeal is understandable.

Quote:

“After the shockwave which shot through Eastern Asia following the American defeat in Indochina, there are doubts as to whether the U.S. still regards Japan as the cornerstone of its Asian strategy, or, more particularly, whether Congressional curtailment of presidential initiatives in foreign affairs would inhibit American actions in defense of Japan should there be some sudden threat to its security”, Unquote.

Now you see the U.S. reluctance. Thus, the U.S. nuclear counterattack cannot be warranted in an emergency for Japan.

And we contend Japan’s present defense system, lacking nuclear deterrent, is insufficient and is in a very critical situation.

For all these reasons, we of the Waseda Affirmative stand resolved that “Japan should possess Nuclear Weapons.”

Then, let me show you our plan:

- (1) Japan's nuclear armament will be built up to the scale equal to that of France. Now, France has; 18 IRBM and 48 SLBM.
- (2) Japan declares to use nuclear weapons only for "retaliations or counterattack".
- (3) We can import sufficient uranium from Niger, South Africa, and South-West Africa, under contracts with these countries.

And lastly, I'd like to present the advantage of our plan. Let me substantiate by quoting "Bungei Shunjū, July, this year". Quote:

"France has enough capabilities for a second strike, and is capable of deterring

armed attack.

To be exact, a French nuclear counter-attack is capable of destroying 14 Soviet cities, which means to kill 30-40% of Russia's total population. In this sense the Soviet Union is deterred from attacking France", Unquote.

Thus, we say a French scale nuclear armament gives Japan sufficient nuclear deterrent and defensive power. And we guarantee that our plan is quite advantageous.

For these reasons, we of the Waseda Affirmative urge you to adopt today's proposition, which says Japan should possess nuclear weapons. Please accept our case. Thank you very much.

Negative Constructive Speech

To stay under the U.S. nuclear umbrella has been very, very comfortable for us Japanese. We've been completely protected under the U.S. nuclear umbrella. We've been enjoying dramatic economic progress, and we've been enjoying détente with the Soviet Union and China, thanks to the U.S. nuclear umbrella.

We have to notice these three merits—protection, economic progress, and détente with the Communist Superpowers—are viable only because Japan has chosen to stay under the U.S. nuclear umbrella. This is our view as the Negative. Now, we'd like to explain these merits one by one.

The U.S. has been behind us. The U.S. nuclear umbrella has been working as a strong deterrent over Japan for 25 years thanks to the Japan-U.S. Security Treaty concluded in 1952. During this time Japan has become the second most productive country in the free world: color T.V. sets owned by almost all households, and 90% of junior high school graduates advancing to higher schools. This is due to the U.S. nuclear umbrella! Please note because we could escape costly full rearmament, we could make our Self-Defense Forces the

minimum, thanks to U.S. military assistance.

And we could enjoy détente with the Soviet Union and China. Because, primarily, the Japan-U.S. Security Treaty was designed against Japan's returning to militarism. So we could sweep out suspicion of the revival of Japanese militarism and fear of the Communist giants, especially China, based on the wartime experiences in World War II. We could enjoy détente. We could establish friendly relation with the Soviet Union in 1956. We could normalize diplomatic relations with China in 1972. And we are having economic and technological cooperation with these countries. The Siberian Development Plan is going forward with the cooperation of the Soviet Union and Japan, and economic and technological cooperation between China and Japan. And trade with these countries is increasing year by year. "Where there is no détente, there is no trade." Please note.

But if we possessed nuclear weapons, three kinds of merit will disappear.

First, protection. We don't believe any country except the U.S. and the Soviet Union can be a real nuclear state. The

Affirmative has shown one quotation from Newsweek September 15, we have here:

"In fact, it can be argued nuclear weapons today have one unquestioned strategic role: to deter another nuclear power from using its weapons."

But we can find out another sentence from the same source:

"In this sense, nuclear powers are only the U.S. and the Soviet Union."

The first reason they wanted to claim was that nuclear weapons are the most effective deterrent power, but, it depends on the *scale* of a nuclear system. Only one bomb cannot produce deterrence, please note.

Second, economic progress will be hampered because nuclear development would mean a serious drain on the civilian population of Japan.

In simple cash terms, the expense of research, equipment and manpower is enormous. And to be a serviceable delivery system, rockets or missiles would add to the price tag. What's more, gearing up to produce enriched uranium or plutonium needed for bombs or warheads is the most expensive effort of all. For these reasons, nuclear development would undermine the dramatic progress in Japan.

What's more détente with the Soviet Union and China would be scuttled. They fear Japanese militarism, and if we rearm ourselves with nuclear weapons, they would think the revival of Japanese militarism is in progress. And it would provoke aggressive intentions by them, and détente would surely be scuttled.

Therefore, we don't adopt this resolution. We should not possess nuclear weapons.

Let me examine the Affirmative's contention. First, about the definition of 'DETERRENT POWER'. We agree on the psychological depression on the enemy, but they have shown us three elements to produce nuclear deterrent: capability, will and preparedness. And we are very much in doubt about the reasonableness of this

definition. According to Webster's New World Dictionary, 'DETERRENT POWER' is the power to deter someone from doing something *through fear or doubt*. And we understand, in this debate, 'NUCLEAR DETERRENT' means the power based on nuclear capability which deters aggressors *through the fear or doubt of nuclear retaliation*. Based on this definition, we'd like to proceed to our contention.

As the first contention (nuclear weapons are the most effective deterrent power) was rejected before, we'd like to touch on Major Contention No. 2: Japan has to prepare the most effective deterrent power, because we are now under a definable threat. They wanted to claim that Soviet missiles in the Mongolian area, and maritime maneuvers in the Far East are the source of the threat. But we reject these kinds of factors as the source of a threat to Japan. These cannot be definable threats to Japan because these kinds of cases have been continuously found around Japan for 25 years but nothing has occurred for 25 years. Therefore, these cases cannot be a definable threat for us Japanese. And we have to notice the bulk of the Soviet Far East Fleet is concentrated aiming at Peking, not Tokyo, simply because there is confrontation between China and the Soviet Union.

Now, let me substantiate this by quoting from the same source used in the Affirmative constructive speech, the "Far Eastern Economic Review", this year:

"The problem, most analysts agree, is that Japan is not under any clearly definable threat. Détente with China and the continuation of the Korean status quo have lulled any fears from that direction. There remains the Soviet Union still poised to the north, still holding four disputed islands but with the bulk of its military strength aimed at China. Japanese defense planners may now agree that the Soviet Union is the main potential enemy, but some traumatic change will have to occur in the international climate before the threat be-

comes reality”, unquote.

Now you see these facts cannot be the threat to Japanese, we believe. There is no need to worry about a threat from the Soviet Union. And, even if there is a threat, it's all right, because we are under the U.S. nuclear umbrella, and the U.S. is now presenting 'sufficient risk' to the aggressor, the Soviet Union or China. The U.S. has enough capability to destroy these countries in case they attack Japan. Would you pay attention to this chart? Now, 3,728 tactical nuclear weapons are deployed in the Pacific, Guam, the Philippines, Midway and Korea. These are waiting for use in case of an emergency.

And as for conventional forces, the U.S. now assures this amount of conventional capability for Japan under the U.S. nuclear umbrella. And the point is, this kind of U.S. armament can be an effective deterrent power over Japan.

Because an attack on Japan is very likely to provoke retaliation with these kinds of forces against the Soviet Union or China. For Japan is very, very important to the U.S. There is close relations between Japan and the U.S. Then, let me substantiate the importance of Japan. According to "Time" April 7, this year:

"The fundamental U.S. foreign policy interest is to bolster allies and friends who share American economic, strategic, and political goals. Obviously in furthering these interests some nations are far more important to the U.S. than others. Japan, along with Australia and New Zealand, has

close economic links with the U.S. And Tokyo is as essential to U.S. security in the Pacific as Western Europe is in the Atlantic area”, unquote.

Now, you understand the importance of Japan to the U.S. The U.S. has enough capability, and it is waiting for shooting in case of an attack on Japan.

Who can attack Japan under such circumstances? As we've defined it before, nuclear deterrent means the power to deter aggressors from attacking us *through the fear or doubt of nuclear retaliation*. And now the U.S. is presenting sufficient risk, sufficient doubt of nuclear retaliation. Therefore, every country in the world is deterred from attacking Japan. We now have deterrent power without having to possess nuclear weapons. At the same time we are enjoying economic progress, and we are enjoying détente with the Communist giants.

But, ladies and gentlemen, if we possessed nuclear weapons, détente would be scuttled, economic progress would be undermined, and the Affirmative plan is questionable in terms of workability.

They have shown us this chart concerning workability, but there was no proof. Can this kind of nuclear armament really be deterrent power compared with the Soviet or Chinese nuclear power? We doubt their plan's workability very much.

For all of these reasons, we of the Negative side strongly urge you to reject this proposition. Thank you very much.

小名浜製錬株式会社

取締役社長：池 上 泰 (S. 10年卒)

東京都千代田区大手町1-6 Tel. 270-8451

Japan in Food Crisis

Hisayuki Inoue

*Chief of Discussion Section
(Economics, Junior)*

With the beginning of the 1970's, the Japanese archipelago has been lingering on the point of sinking with 100 million people on board.

Japan, whose first principle went to economical efficiency, has been depending upon overseas countries for energy resources and agricultural resources, since the exploitation of domestic resources required the huge amount of money.

Thus, the life line of the Japanese, both energy and food, are grasped by the hands of the other nations. In the recent resource crisis, this fatal handicap led Japan to the brink of catastrophe.

"How should Japan tide over this crisis?" This is the crucial question examined through the discussion this year. The solution of the food problem implies not merely a problem of agriculture but the choice of the way that Japan should take in the confused international surroundings.

I

In 1974 several international conferences were held which had great significance for the future of our world. The World Food Conference, held in 1974 Autumn in Rome,

was one of these conferences and it symbolized the beginning of the new era. With the atmosphere of "Food Crisis" for background, the world reevaluated the significance of agricultural resource of food, and took the cooperative attitude for the release from "Food Crisis". The origin of this food crisis was included in the trace of international agriculture in this decade.

In 1960's, a great amount of agricultural products were accumulated and this surplus food was rather treated as "A White Elephant", even burned up occasionally in some food exporting countries because it gave rise to a sudden fall of prices of agricultural products and consequently caused the heavy financial burden. Taking U.S. which is the greatest food producing country, as an example, her surplus reserve of grains was presented to food needy nations under the name of "Aid", but this accumulation of food and aid led her to monetary crisis. In those days, even F.A.O. estimated that in the 1970's the world would get into the age of the surplus production in agriculture. This situation reminded us of the bitter experience of the great depression after World War I. That terrible incident was brought about by the surplus of wheat

with the slump in prices. In such fear, several countries changed their agricultural policy from promotion to restriction around 1970.

The U.S. also carried out the policy of the restriction of the cultivated land to relieve the financial burden. This was called "Set Aside". A similar attitude was taken by the other food producing countries. And these policies worked to reduce or at least control the production of food in the world. Thus in the 1960's, people were apt to forget the importance of this indispensable resource of food.

But against our arrogance to make little of the gift of nature, the crucial incident of abnormal weather swept the world in 1972. Some parts of the earth suffered from drought, and other parts were attacked by a cold wave. As a result, the total amount of production in the world showed a sudden reduction for the first time in history this year. This crop failure invited the large scale food trades in the international agricultural market. U.S.S.R., which suffered from the decrease of production by 4.8%, purchased a great amount of grains corresponding to one third of the world trade. On this occasion, the demand and supply relation of food was reversed in the international agricultural market.

With this reverse, the domination in the market was shifted from importing nations to exporting nations, and consequently there was a food price hike.

One artificial event aggravated the situation around food, that is the restriction of exporting called "Embargo", which had the crucial effect on food importing nations. In Oct. 1972 the government of Peru took the export prohibiting measure on anchovies, and it was the beginning of the confusion in world trade of food. Although it was the manifest violation of international trading custom, many exporting nations followed Peru.

The U.S. was not an exception either, she is not only the first ranked industria-

lized nation but the greatest exporting country in agricultural products, and actually the share of wheat export indicate 45% in the whole world trade for instance. Taking advantage of this great productive capacity, she intended to improve her international balance of payments and to recover the hegemony in the world using food as strategic materials. For U.S. abnormal weather in 1972 was the great clearance sale of accumulated food which has been "A White Elephant" in the past, and at the same time she could take the good opportunity to lift the prices of agricultural products under the reason of supply reduction, namely "Embargo" in 1973. The result of these series of embargoes appeared in the unprecedented price hike of agricultural products with much speculation. Wheat and corn, for example, doubled in price and soybean more than trebled in one year. Thus, U.S. could earn 20 billion dollar through the export of food. These embargoes and abnormal weather caused the future worry about the security of stable supply on food importing nations. This worry is the main concept of "Food Crisis", many nations emphasize the necessity of international cooperation. But, on the other hand, various confrontations of national interests are found now.

The change of the world situation gave the severest damage to the developing nations which were suffering from chronic malnutrition and starvation. In the developing nations, several efforts to promote domestic agriculture had been carried out with the aid from advanced nations since later 1960's. Although these efforts were appreciated as "The Green Revolution" with the temporary success around 1970, the abnormal weather exposed its radical failure caused by the lack of foundation of agriculture in developing nations. What is worse, the price hike of international agricultural market brought about the financial difficulties to purchase the food from abroad, and this high price

of foreign goods lifted the price of the domestic agricultural products. In this situation, people in developing nations can hardly maintain their usual dietary life, thus the malnutrition and starvation were accelerated in developing nations. Actually in Thailand, rice prices increased five-fold in one year in 1974, the poor masses could not buy rice and suffered from malnutrition due to this price hike although Thailand is a great rice exporting country.

Starvation affects the poor first and actually the poor are now on the brink of starvation or malnutrition in many developing nations.

“Food”, it is not the problem of one nation. With this fundamental philosophy, the World Food Conference in 1974 impressed on the world the importance of international cooperation on food, for the survival of human beings.

II

If the whole foods import would be suspended, what amount of food can Japan keep domestically? In the hypothesis, it says that only 1,550 calories per person can be kept in a day. In this probable case, the calories which we can keep per person will be much lower than that in India, where the great number of people are now suffering from malnutrition and starvation chronically. Japanese people, who works with 2,475 calories now, can hardly even walk in such a terrible case.

This is estimated with worry under the present low supporting rate in agricultural field.

About 5% the self supporting rate of wheat indicates, and 4% soybean does now for instance. And average 43% of Japan's low supporting rate in the grain is at the lowest level in the world. Even India can maintain about 90% self-sufficiency. This low self-sufficiency is the typical character of Japanese agriculture and the rate has been decreasing year by year.

In 1950's when Japan resumed it's reconstruction, she chose industrialization rather than agriculture as the core of Japanese economy, seeking for economic efficiency. This was because the manufacturing industry was much more superior to the agriculture in both labor productivity and the room for development in case of Japan.

Through the 1960's, the age of the industrialization, both labor force and capital flowed into the field of manufacturing industry, and most of the land even the agricultural land, appeared itself as the industrial region. Thus agriculture in Japan was consequently sacrificed under the name of the industrialization, and the tendency of low sufficiency was thought nothing of.


On the other hand, this character appeared as the great degree of dependence on foreign countries.

As the time passed, the importance of imported food became greater and greater and its source has been concentrating on a few countries; U.S. and China.

Thus, Japan constructed its agricultural structure with the handicap that she could not keep her independence by herself.

But even having these handicaps in the

複合システム産業フジタは専門知識・技術で
豊かな社会づくりに活躍しています



未来をひらく
フジタ工業

本社/東京都渋谷区千駄ヶ谷4-5-15 電話 (402) 1911(大代表)
支店・東京・横浜・名古屋・大阪・広島・福岡・札幌・仙台・リマ・カラカス・サンパウロ・ロンドン・シドニー

agricultural field, Japan could get on well in the past. This was owing to the atmosphere of the world symbolized by the slogan "International Division of Labor." It was the lucky days that food could be purchased easily from abroad by the progressing economic power, and it was advantageous for Japan to purchase food cheaper from abroad. Now this character of great dependence is, however, recognized as the weakpoint of Japan because of the change of demand and supply relation on food in the world around 1973.

In the case of Japan, the biggest and most important trading partner has been U.S. so far, as the Graph-I indicates. This concentration of source gave rise to the today's food anxiety in Japan.

U.S., which has the greatest relationship with Japan in not only the economic but political sense, made an embargo against Japan in 1973, the year of confusion. In 1973, Sep., U.S. stopped the export of soybeans, etc. to Japan, and this suspension raised the prices of bean curd by two or three times and at length it invited a sort of "Panic on Food" in Japan.

In these events, the advantages in the past turned into the disadvantages—cheaper cost disappeared and only anxiety was produced that there was a great possibility of a food shortage even in Japan, which might be brought about by a future embargo, so long as Japan depends upon others and the source of food concentrates on U.S. and other few nations.

Here, Japanese people and the Japanese Government recognized the significance of food for the first time and they came to regard food as one of the most important elements for the life of the human beings.

Now please recall the hypothesis which was showed before. Japan, where people are enjoying their happy life now, would get into the desperate situation in case of stoppage of the whole import of food and it would be exposed to the peril of independence ultimately. This fear was accelerated by the fact that the source of

Graph-I
Dependence on Other Nations

	Wheat	Corn	Soybeans
U.S.	49.4	68.8	92.0
Canada	24.0	—	—
Australia	26.6	—	—
New Zealand	—	—	—
South Africa	—	8.7	—
Others	0	22.5	8.0
Total	100.0	100.0	100.0

Source: "White Paper of Agriculture, 1973"

imported food concentrates only on a few nations especially on U.S.A.

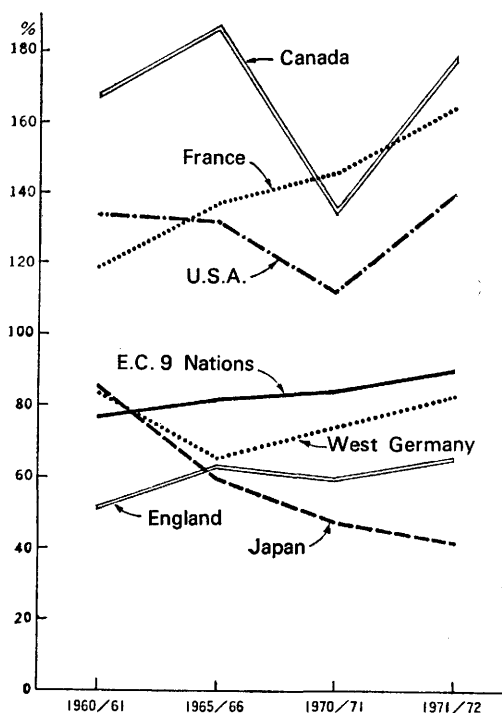
In the case of the soybeans' embargo in 1973, U.S. excuted it with her great influential power to Japan, supported by the fact that U.S. supplies more than 90% of all the soybeans imported to Japan without the fear that a new rival would appear in the trade with Japan. So, at last U.S. can control the agricultural situation of Japan, as she occupies a great part in the import of Japan's agricultural products. And she can use her power as a kind of "Strategy." This is the result of the attitude of the Japanese to make little of agriculture, which might affect the existance of a nation serously.

The Graph-II indicates the difference of the attitude between Japan and other nations, it will be manifest when we compare Japan with EC nations.

EC nations have been protecting their own agriculture. They tried to develop the domestic agriculture by building the rigid barrier against the products of the outer world regardless of the monetary disadvantages. So, even in 1973, they did not yield to the pressure of U.S. and could mitigate the damage at last.

Taking England for example, she has been the industrialized country as well as Japan with a narrow island and depended upon other countries in terms of food by about 70% as the pioneer of "International Division of Labour." But with the bitter experience that the great amount of import of food brought about the pound crisis,

Graph-II
Transition of the Self Supporting Rate



Source: "Jinrui To Shokuryo · So-no Mirai"
Published by Fûtô-Sha

she changed her attitude to protect the domestic agriculture with great efforts. Actually she has been protecting the domestic products taking the tariff barrier against the foreign products with the cooperative efforts of other EC nations. This attitude seemed to be unprofitable for industrial nation, especially processing trade countries like England and Japan, from the view point of short term.

It is because the domestic cultivation costs much more money than importing cheaper foreign agricultural products and protecting measure is apt to provoke other nation's antipathy. But this policy of England proved to be the correct choice in 1973, when Japan was suffering from "Panic on Food."

This deference in damage in 1973 was caused by the difference in the agricultural structure between England and Japan. Japan chose the short cut for the develop-

ment by depending on foreign countries in food, while England chose the long difficult way to make steady independence on food.

Now the agricultural structure of Japan provides us two considerable problems, low supporting rate and concentration of sources.

Still in 1975, the demand and supply relation remains unstable and the confusion caused by the fluctuation of the demand and supply can be possibly forecasted as it occurred in 1973, since the harvest is easily affected by climatic conditions. And other nations have their own national interests quite different from Japan, those differences might invite an embargo in future which will cause terrible damage to Japan and even threaten the existence of Japan.

In Japan the food problem should not be considered within the limit of agriculture but regarded as the problem of the future of Japan.

Now Japan is standing at the parting of ways. To which way should Japan go?

III

World situation in field of agriculture has completely changed in the early 1970's and the world is now heading towards the new direction. In such circumstances what should Japan do from now on? This is the most important theme that Japan should face seriously, because this is closely connected with the future life of Japan.

Now, Japan has two serious agricultural problems, low self supporting rate and concentration of sources of agricultural products. Regarding the first problem, low self sufficiency, the only way to solve it is naturally to increase the agricultural products domestically, and this is nothing but the fundamental resolution to "Food Crisis" for not only Japan but all the nations in the world. And after the World Food Conference, the world took significant steps towards the future.

Considering this world trend, actually May in 1975, the government announced the project to develop the domestic agriculture and this plan included the increase of self supporting rate by 5% within 10 years, mainly by doubling the products of grains and meats. In accordance with this plan, now great efforts are going to be made, and reduction of rice producing measure adopted in 1960's is removed in 1975. These attitudes should be appreciated as the new movement in agriculture. But some difficulties still remain in Japan. Such an ideal resolution to increase the agricultural products is easy to declare but actually quite difficult to realize, restricted by some handicaps of narrow land and infertile land in the case of Japan. Moreover the domestic development of agriculture costs a great amount of money, while even today government is suffering from accumulating deficit for maintenance of prices of agricultural products. And harvest is fluctuating by nature. These events cause the limitation of agricultural production in Japan. Because of this limitation, all the products can not be produced domestically by

Japan herself, in other words, Japan is forced to depend on the outer world to some extent, even against her will. As long as Japan must import some of food from abroad, this dependence cannot but be attended with "Risk" like stoppage of import in 1973 which threatened at Japanese economy. Therefore, to secure Japan, it comes to be indispensable to mitigate the risk of dependence as much as possible. Now, for Japan, only two ways remain to make the risk less; first one is to select the product and to put priority on staple food like rice and wheat, which should never be grasped by other's hand, as the domestically cultivated food. After securing the staple food supply by herself, other countries can be depended on for extra food. But, actually, besides staple food, some quite important agricultural products exist like "Feed Stuff" needed for live stock; producing meat, which require broad farmland. These "Feed Stuffs" like coan, soybean, etc., concerned, Japan is also forced to import them because of limitation of self cultivation. So one problem still remains for us. To ensure the stable supply of food from abroad minimizing the risk, second measure of "Diversification of Sources" becomes necessary. The higher the sources concentrate, the greater the risk becomes, therefore, Japan should transform the structure of dependence from source concentration to diversification from now on. Actually many Japanese trading companies try to advance new world to seek for new sources of agricultural product with this idea of diversification. Taking soybean, whose share was completely occupied by U.S., for example, some companies succeeded in making a long term contract with Brazil to secure the stable supply of soybeans to Japan by projecting great amount of capital into cultivation of them, and others advanced to developing nations in Asia and Africa in the same way with the same purpose. This way to get agricultural products with great capital

ロマンの誘い、日東紅茶。

ティータイムに
いま確かさで選ばれている
日東紅茶を。

●ハイ・アッサム
(20袋入り・240円)

●日東ティーバッグ
(25袋入り・200円)

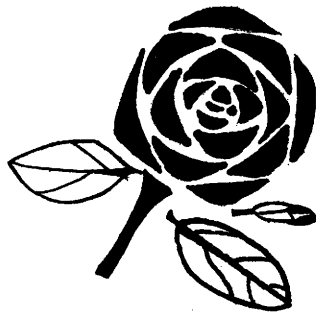
世界の朝の味
日東紅茶

and high level technique in agricultural field is commonly called as "Development and Import". In this form, Japanese abundant capital and excellent agricultural technology and know-how are utilized in developing nations using their vast farmland and cheaper labour forces which are lacking in Japan. So this way can compensate for each other's defect and contribute to both countries' interests. That is why this "Development and Import" came to be spotlighted as a promising way recently.

With these two ways to mitigate the risk attendant or dependence, now, Japan is going to make some steady steps forward, and fundamental solution to lift self-supporting rate is being made for our better future. These are very future-oriented measures that we should support continuously to guarantee our security by our own hand.

After World War II, Japan put stress on industrialization leaving agriculture behind, and she intended to rebuild her society and made herself wealthy. But neglecting agriculture, what is a wealthy life? Today, it seems that many Japanese people are spending a wealthy life as a whole. But as long as the lifeline of human being depends upon food, the wealthy life in the real sense cannot be realized without the stabilization of its dietary life. And this stabilization must be guaranteed by our own efforts.

In the postwar days, our preceding generation thought light of agriculture and consequently Japan has been shaking in the unstable agricultural situation. Thus now is the time that our generation must reconsider this problem of food seriously with a future-oriented-mind, not to repeat the same failure as our preceding generation did.





こなゆき舞う
すてきな世界

■苗場国際スキー場

豊島ロッジ

新潟県南魚沼郡湯沢町大字浅貝 ☎ <025789> 2507
〒949-62

●東京直営案内所—後藤哲雄
東京都練馬区錦町1-19-23
☎東京<03> 933-4659*934-4659

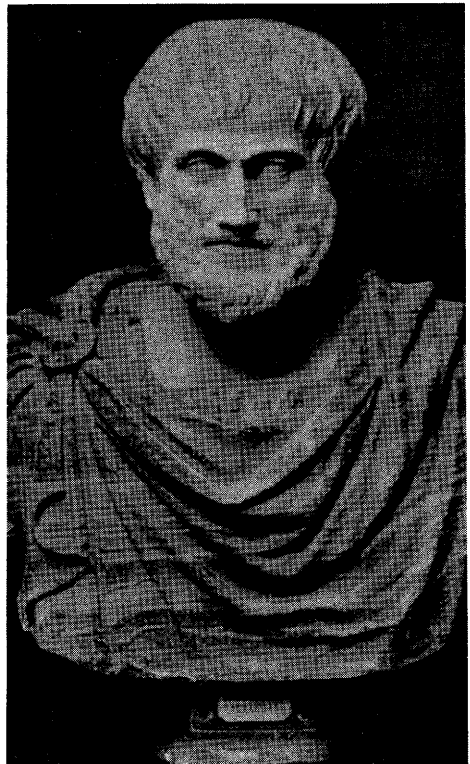
Special
Readings

Debate with Yourself

Michihiro Matsumoto

Public Speaking

Donald W. Klopf



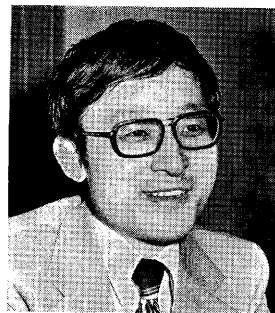
Aristotle (BC384-322)
(Theater Museum, Waseda Univ.)

Debate with Yourself

—A best debater is the debater
who debates with himself first—

Michihiro Matsumoto

(International Communicator)



It's painful for the average Japanese to mention the unmentionables, or the things that are non-verbally understood (iwanakutemo wakarukoto.) If this observation is acceptable, it follows that the Japanese make poor debaters.

The next self-debate I often do on my diary will prove how painful for the readers as well as the writer (myself) to face the psychologically tough test of debate—verbal give-and-take.

Resolved: That I should contribute an article to an ESS house organ.

AFFIRMATIVE (unselfish part of me) argues:

First, honor. Reform-minded student debaters are expecting me to write on debate for them. After examining their conscience seriously they made a decision: to ask ME to "toughen them up" (katsu-wo-ireru.) This is more than I deserve—a great honor for me.

Second, conviction and *iji* (healthy ego.) I have already committed myself one way or the other to orchestrating college students' effort to develop and promote debate-mindedness among English Learners. And I am "iji-bound," so to speak, to do something for them.

Third, what do I get out of it? I get publicity as a bonus in addition to the sense of satisfaction I need to keep myself burning with unselfish desires. To be more specific, college debaters will start reading my book on debate. (jokingly) More readers, therefore, more debate!

NEGATIVE (devilish part of me) argues back saying, "Wait a minute":

First, is writing for a college magazine the only way to inflate my ego or to get publicity? No, very frankly, writing for the bigger-name, bigger-circulation magazines is more rewarding. For one thing, it is obvious that most Japanese students can read more "comfortably" the publications in Japanese rather than those in English.

COUNTER Refutation

Materially, rewarding yes, but psychologically, yes and no. Certainly, any devoted educator, or for that matter, future-oriented men should consider it soul-enriching (*yarigai*) to do something "constructive" for the future educational effort.

Second, is encouraging debaters in English (a small percentage of English-speaking population in Japan) to learn to debate the only way to fulfill my mission: debate education for the Japanese? Hell no! More than 98% of the Japanese don't know how to debate in Japanese much less in English. "*Iji*" or emotional principle, yes; blind obedience to one principle, no. One must be ready to seek higher principle: in the interest of the majority of non-English speaking Japanese.

DEBATING WITH MYSELF

Where did I first get the idea of giving debate to the non-English speaking Japanese? Logic or perspective has told me so. Where did I get it. Through learning English. Was I aware at that time that I was one of those students selfishly motivated to improve their own English? I'm afraid, yes. My experience tells me that there is probability that give "budding (tamago) debaters" logical argumentation may turn out to be in the interest of all Japanese.

Third, is writing two pages for an English magazine the only available and effective viewpoint of time management science? No. Worse still, this might open me up for other commitments that will make me busier. The new evils will probably be born.

COUNTER REFUTATION

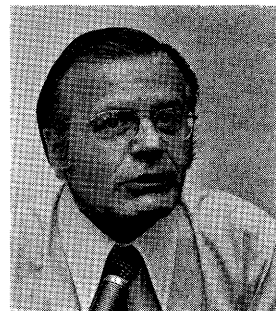
Writing an article will help improve my skill in time-budgeting. Keeping myself "comfortably busy" is part of time management practice. The benefit will "certainly" far outweigh the new evils that may "probably" arise.

Public Speaking

Public speaking is an ancient but important art in the western world. Educators consider the art so valuable that public speech training is included in the curriculum of many schools in the English-speaking countries.

Donald W. Klopf

*Professor, Department of Speech,
University of Hawaii*



Aristotle (384-322 B.C.) in his book, *The Rhetoric*, gave four reasons why speech training is a necessary and significant part of the educational process. According to him, public speaking is valuable because it helps people detect right from wrong in the public utterances of others. Also, speech training enables people to speak out against what is wrong. And, public speaking serves as an effective means of defense against the oral attacks of others. Finally, it is a valuable tool in teaching, Aristotle claimed. The teacher who is able to speak well gets his ideas across more effectively, thus, does a better job of instructing.

Speech educators today not only support Aristotle's reasoning, they teach many of the same principles of public speaking that he and other rhetoricians developed centuries ago, although these principles have been refined to meet modern needs. Today public speech education centers on four areas—*invention, disposition, style and delivery*—areas that Cicero (107-43 B.C.) apparently first identified. A description of these areas provides an understanding of contemporary public speech training.

INVENTION

Cicero claimed that before a speaker spoke in public, he should prepare, and the speaker should prepare by first finding out what to say. "Invention" is the term attached to this part of speech preparation. In my book, *The Basis of Public Speaking* (Tokyo: Sansyusya Publishing Co., 1975), I develop more fully the steps involved in discovering what to say. Here, space limits the explanation of invention to the highlights.

SUBJECTS.

The first step is subject selection—what to speak about. The following guidelines to selecting a subject require a general knowledge of the audience and the occasion of the speech.

1. Is the subject pertinent? Is the subject worthy of the audience's time and effort?

There is no guarantee of salience inherent in the subject itself. Salience lies in the minds of the listeners. Will they say it is pertinent? Subjects which deal with school, community, city, regional, national, or international problems probably will be important. To make them salient, they must be related to the factors of listener analysis described previously, for example, they must bear upon one or several listener needs or group norms.

2. Does it fit the occasion? Is the subject appropriate to the occasion for which it is to be given? What is the occasion? Is it a banquet, business meeting, religious gathering, convention, school affair, or what? Should the subject be humorous, serious, or a combination of both?

3. Will it be worthwhile to the speaker? Is there value to be derived by the speaker who will expend time and effort in investigation and preparation of the speech? Does the speaker have an interest in the subject? Or, is the subject the only one he can think of? If the speaker does not have a special interest in the subject, that disinterest often is easily conveyed to the listeners. An unconcerned, disinterested speaker will probably guarantee an unconcerned, disinterested audience.

4. Will it fit the time available? The subject, pollution in Japan, can hardly be covered adequately in a thirty-minute or, for that matter, an hour speech. Time limitations may force the speaker to modify that subject to one that can be developed in the available time like "pollution in Akasaka." Hence, the speaker needs to consider the time factor in subject selection.

5. Will information be available? Are there resources at hand such as books, magazines and informed people who can provide data on the subject for the speech? If such resources are not available, the speaker would be wise to choose another subject rather than reveal his ignorance by speaking on a subject about which he knows little.

SUBJECT ANALYSIS.

Once the subject is selected, it needs to be analyzed, or thought through. A good way to analyze a subject is to follow a systematic procedure. A useful one is that employed by debaters as they analyze debate propositions. The procedure consists of six "stock" issues which are described by Klopff and McCroskey in *The Elements of Debate* (New York: Arco Press, 1969) as follows:

1. *Problem or Need.* Is there a problem in existence which needs to be solved? Before we change to a new way of doing things, we normally have to be convinced that there is something wrong at the present with the old way, or that the old way may cause difficulty in the future. A thorough analysis of Stock Issue 1 requires an examination of the present system, including its history. Such an analysis ordinarily uncovers any problems related to the present, and why these problems came about. To do this, find the answers to questions like "What is the present system?" "What is wrong with the present system?" "Why do we have the present system?" "Who is it likely to harm in the future?"

2. *Inherency.* Is the problem, or the cause of the problem, an inherent part of the status quo? Not only must we be able to visualize a problem before we make a change, but we also must realize that we cannot overcome the problem with our present policy, whatever it may be. The issue of inherency deals with the relationship which exists between the present problem and the present policy. This relationship is illustrated in the following questions: Must we adopt a new policy in order to overcome the problem? Or can we continue to practice the present policy and overcome the problem? Or can we modify the present policy in some way without adopting a new one and yet overcome the problem?" To analyze adequately the inherency issue, you should answer such questions as "What caused the problem with which we are faced?" "Have attempts been made to solve this problem already?" "If previous attempts have been made, were they part of the present policy?" "Why have previous attempts at solving the problem failed?"

3. *Plan.* After deciding that there is an inherent need for a change in the present policy, you must determine what type of policy related to the proposition can be proposed. Needs and plans must be compatible. Therefore, Stock Issue 3 may be phrased as follows, "Would the action suggested by the resolution eliminate the inherent problem?"

The analysis for Stock Issue 3 should answer

two important questions: "What possible plans could be suggested in keeping with the policy you are advocating?" "How will these plans solve the problem?" In answering the first question, consider all possible plans.

4. *Practicality.* Is it reasonable to assume that the plan implied by the resolution could be implemented if it were found desirable? It is not too difficult to figure out answers to solve problems. It is quite another thing to put these solutions into practice. For example: it may be theoretically ideal for a city government to have "an impartial Board of Control" to investigate complaints against a police department, but it might be quite a different matter to try to find impartial people to compose such a board.

5. *Advantages-Disadvantages.* Would plans suggested by the proposition be free from serious detrimental side effects if they were put into effect? The basis upon which many people decide to accept a new policy in preference to an old one is that they believe the effect of their decision will be advantageous in the long run. We frequently discover inherent needs in the present system and an obvious plan which could overcome those needs, but we may find that the new program would create new harms, some of which may be worse than the current ones. In the early 1960's, for example, the United States perceived an inherent need to do something about Castro in Cuba. One solution proposed was for the Marines to invade Cuba and throw Castro out. There was little doubt in most people's minds that Castro was a danger, that he was not going to be eliminated under the current United States foreign policy, and that the Marines were capable of invading Cuba and eliminating him. However, when the question of overall advantages and disadvantages was raised, this policy was rejected. The possibility that this would cause a direct confrontation between the Soviet Union and the United States deterred an invasion. Most people felt that it was better to have Castro with all of the accompanying evils than to have a war with Russia. Thus, even though everyone conceded that the current policy was ineffective, it was retained because it was more desirable than the alternative.

In your analysis, weigh the advantages and disadvantages of all possible plans. Attempt to determine all of the advantages and disadvantages that would accrue if it were adopted. In this way you will be able to judge which plan is best to use, and, at the same time, be able to determine the significant arguments against all plans.

6. *Counter plan.* Is the policy stated in the

proposition the best way to eliminate the problem?

Stock Issue 6 considerably widens the scope of analysis. The speaker should determine what other solutions could be created for all of the problems located in the proposition analysis and also determine the advantages and disadvantages of these solutions.

The stock-issue analysis procedure suggests a method of thinking about the speech subject in order to locate ideas to talk about. How is the procedure actually used? Consider each stock issue separately. With the subject in mind, for example pollution in Akasaka, apply the first stock issue, "What is the problem that needs to be solved?" What kind of pollution? How much? Where in Akasaka is it located? When does it appear? What causes it? What are its effects? Think about everything possible about Akasaka's pollution. Research may be in order when not much is known. Apply each stock issue in a similar fashion until the subject is thoroughly analyzed.

RESEARCH

Research is necessary not only for analysis purposes but also for materials to develop ideas fully enough to make up a speech. In acquiring material, the speaker should take two steps: (1) talk with others about the subject, and (2) read what others have written. Additionally, what is acquired needs to be recorded and stored for later use.

Talking

To acquire information, the speaker will find it helpful to talk about the subject with other people. Informally questioning people often proves to be a way to secure some valuable opinions about the subject. For instance, on "inflation," by questioning local market owners, housekeepers, and parents, a speaker may gather specific examples of food and clothing cost increases.

The interview, a more formal form of gathering information, requires advance planning. Consider for illustrative purposes the speaker scheduled to talk about air pollution. Interviews with government engineers who work on pollution control projects, with university scientists who study such problems, and with people who live in areas of heavy pollution should provide much useful information.

Incidentally, interviews can be conducted through correspondence between the speaker and the person whose opinion is being sought. A letter requesting the information desired should be prepared and mailed early enough so that the reply will arrive in time to be included in the speech. Through correspondence, the opin-

ions of those living in distant places can be obtained.

Information can also be gathered through poll-taking. For example, to find out how people will vote on election day, a common practice involves taking a poll of those neighborhoods in which the people have voted for past winners. The residents are asked a series of questions to reveal their favorite candidates. Their favorites probably will win the election again. Poll-taking can provide samples of people's opinions on a variety of subjects other than who may win an election.

Reading

Information most often is acquired from reading a variety of printed materials; books, magazines, pamphlets, documents, and newspapers are among such materials.

The local library or school library are excellent places to seek reading materials on the subject. Of course, book-stores also contain quantities of materials, some of which may deal with the subject. The librarian or book store proprietor can supply assistance in finding proper subject matter.

Recording Information

Once the speaker uncovers the information he needs, he should record and store it. Although many recording systems are available, many experienced speakers use note cards because they are firm, easily handled, and readily filed. These suggestions should aid in note-taking: (1) place only one general idea or piece of information on a card, (2) indicate the main idea or topic at the top of the card, (3) record the source, author, date, page number at the bottom, (4) write the information to be retained in the space between the topic head and source, (5) put directly quoted material in quotation marks, and (6) record accurately.

Invention is the process of determining what to say and it involves subject selection, subject analysis and research to gather the necessary materials to include in the speech.

DISPOSITION

After the speaker has something to talk about, he needs to arrange it in an orderly manner. Disposition was the term attached to this process by ancient rhetoricians. Now, the term "organization" is more commonly used. In the article, "Message Structure" (*COMMUNICATION*, Special Edition, January 1973, 50-76), I offer these ideas about organization.

The goal of speech is to change the thinking or behavior of the listener, so that the listener thinks or acts as the speaker wishes him to think or act. But before his goal can be reached,

the speaker must make certain determinations and choices. He must, for example, determine at least roughly what attitudes his listeners hold, and he must have some idea of new attitudes they might be able to accept. Once he has done this, he can then settle on the kinds of appeals and arguments which will best serve him in altering his listeners' attitudes. He can then assemble the kind of evidence he needs and can make some basic choices about the sort of language which will be most appropriate for the particular speaking situation. He is ready now to structure and organize his message. His job now is to shape his material into some kind of sensible form, so that what he has gathered may be presented to the listeners in such a way that the message can be understood and accepted.

Speakers who haphazardly toss their ideas at their listeners significantly limit their chances of obtaining the desired response. A speaker who fails to structure his message in some kind of sensible way loses his listener. The listener is forced to say: "What does all of this mean?" "What is he driving at?" "What is the sense of this?" Let us illustrate by offering an extreme example. Suppose you heard the following message. What would your reaction as a receiver be? Would it make sense to you?

mythology of mists of into the country reach is traditions whose it an back ancient is books the in history on of the map a world Japan Asian mainland eastern coast chain of off the islands lying

Chances are the "message" above would sound like a mass of unrelated words. If you heard a speaker deliver this "message," you would probably conclude that he was speaking gibberish. Now if you had time to study this message (and a listener does not have time for that type of activity), it is quite possible that you could impose some order upon the words.

It is possible that you could arrange the words into some meaningful pattern. You might even be able to assemble a sensible message. Suppose you heard the following version.

In history books, on a map of the world, it is an ancient country, Japan is a chain of islands, whose traditions reach back into the mists of mythology, lying off the Eastern coast of the Asian mainland

Does the "message" make sense in this form? Can you understand it now? Although the six phrases that make up the "message" are jumbled up, at least they are phrases. The structuring of the words into sentences helps to make the communication more meaningful. At least you can make some sense out of it. Now look at the final version, taken from an actual speech.

On a map of the world, Japan is a chain of islands lying off the eastern coast of the Asian mainland. In history books, it is an ancient country whose traditions reach back into the mists of mythology.

Now the group of words does make sense. Words have been arranged into intelligible phrases, and the phrases have been sensibly structured into sentences. Now the group of words is a message. Now a listener can understand what the speaker is talking about. Our illustration is admittedly extreme, but it does make an essential point. Message structure does assist in understanding. Indeed, in some cases, without structure there is no message at all.

Structuring messages brings to mind the often repeated story of the old preacher who had a reputation for well organized sermons. When asked why his sermons were so effective, the preacher replied: "First, I tell them what I'm going to tell them; then, I tell them; then, I tell them what I told them." The preacher through a lifetime of sermonizing had recognized the three basic divisions of a message—the in-

「時事英語事典」プレゼント!!

今、毎日デーリー・ニューズ1ヵ月、毎日ウィークリー6ヵ月お申込みの方へ進呈。

Mainichi Daily News

1ヵ月/2,400円

〒100 東京都千代田区一ツ橋1-1-1

Mainichi Weekly

6ヵ月/1,920円

毎日新聞社英文毎日局営業部

roduction, the body, and the conclusion.

THE INTRODUCTION OF THE SPEECH

The introduction is the speaker's "calling card." It is the listener's first exposure to the speaker. From the introduction, the listener forms his "first impression" of the speaker. The purpose of an introduction is to win the audience's attention and good will, to focus the audience's thinking on the subject, and to demonstrate how the subject will satisfy the audience's needs. An introduction succeeds if it causes the members of the audience to think: "This sounds interesting. I think I want to listen to what this speaker has to say. His message sounds as if it will be timely and valuable."

Recent studies of audience response have really added very little to the advice of Aristotle, the influential Greek philosopher who died more than 300 years before the birth of Christ. In Aristotle's *Rhetoric*, a guidebook for speakers, he wrote: "Listeners consider most attentively things that are vital, that concern their own interests, that are astounding, that are pleasant." In fact, modern scholars support the traditional audience classification system, apparently established in the *Rhetoric to Alexander*, a book by an unknown author written about the time of Aristotle's *Rhetoric*. Its author developed a system that describes listeners as *friendly*, *neutral*, or *hostile*. The unknown author advised that there is no problem in obtaining goodwill if the listeners are friendly. If the listeners are neutral, they should be complimented for their fair evaluation of the speaker's ideas. If they are hostile, the speaker should try to discover the reasons for their hostility before he speaks. In his opening remarks, he should do whatever he can to overcome the audience's hostility. The advice of centuries ago is still relevant today. The introduction should make the audience attentive, well-disposed, and receptive.

THE BODY OF THE SPEECH

A speaker can prepare a compelling introduction which truly grabs his listener and forces his attention. He can also forcefully announce his purpose and effectively outline the main divisions of his talk. But by themselves, these elements are of but minor importance, for it is in the body of the speech that the payoff comes. The body of the speech carries the freight. It is the meat of the talk. It is in the body of the speech that the speaker seeks to gain his listener's support. It is in the body that he presents his arguments and provides the evidence which he hopes will convince his listeners to think as he thinks. It is in the body of the

speech, therefore, where structure becomes extremely important.

There are many patterns which are used in structuring ideas in the body of a message. Here we will examine the most common patterns of content arrangement. The patterns we will discuss are common simply because they naturally lend themselves to the content of most speeches. The patterns we will investigate are those of *time*, *space*, *topic*, *causal*, and *problem-solution*.

Time Pattern. In this pattern ideas are arranged in the order in which they occurred in time or in such a way that the time sequence of the events is obvious. Ordering ideas in this fashion usually is dictated by the subject matter. Certain subjects lend themselves to time patterning. A source, for example, who describes how to grow wheat can recount the events in a chronological way, beginning with the first step, that of broadcasting the seed, and then describing the next step and each succeeding step in the order in which they actually happen. This type of arrangement is extremely easy for listeners to follow since idea follows idea in a normal chronological fashion.

Topic Pattern. This pattern evolves from the natural parts or divisions of the subject. For example, if a speaker wanted to talk about modern Germany, he could organize his message into five parts. He could talk about the political, social, economic, cultural, and religious forces in the nation.

Causal Pattern. This pattern is normally divided into two parts. First, the causes of a problem are presented. Then, the effects produced by the causes are explained. The message becomes an explanation of the causal factors and their effects.

Problem-Solution Pattern. This pattern seems appropriate for those situations in which the audience faces a problem and the source proposes to solve it. The source first describes the problem and then offers a practical and desirable plan to eliminate it. The plan, of course, must be capable of being put into operation, and it must eliminate the problem without introducing new and worse difficulties of its own.

THE CONCLUSION OF A SPEECH

The primary purpose of the conclusion of a speech is to summarize what has been said in the speech's body. This is the "I tell them what I told them" part of a speech. The basic purpose of the conclusion can be accomplished by a simple restatement of the purpose statement along with the partition statement. But a secondary purpose of the conclusion is to *memorably* sum up what has been said, so that the

audience is left with the speech's purpose powerfully presented. Many speakers, therefore, try to end a speech by using one of the attention-getting device to capture the audience in the introduction. In devising a conclusion, it's a good idea to keep the title of one of Shakespeare's plays in mind:

All's Well That Ends Well.

STYLE

Once the speaker has arranged his ideas in a sensible fashion, he needs as Cicero said "to clothe with language" the ideas he intends to utter. Style deals with the process of choosing the language that will have the greatest effect on the people who will hear the speech. This process becomes important because the language of oral communication is quite different from written language, primarily because listening is different from reading. The reader may always return to a difficult passage and reread it, but the listener usually hears the message once and is limited by time and the speaking situation to the number of questions he can ask of a speaker to clarify an idea. The reader may check the meaning of an obscure word; the listener must understand immediately or perhaps not at all. The reader may study without distraction, but the listener must put up with whatever distraction occur during the communication situation. The reader may survey the text to gain a view of what is coming next. The listener has to rely on whatever forecasts the speaker provides.

Oral language is personal and direct language. It contains repetition, restatement, and variety in sentence structure and vocabulary. It is language adapted to the audience and to the occasion. These are special qualities designed to meet the requirements of oral language. These requirements emphasize the most important feature of oral language: instant understanding. Let us examine these qualities in more detail:

1. *Oral language should be personal and direct.* The speaker tries to develop a "you" attitude and a "we" feeling which suggests to the listeners "He's speaking to me." He does this through direct address, the use of personal pronouns, and a conversational style of speaking which he might use when talking with his family about the events of the day.

2. *The oral message should feature repetition and restatement.* Restatement is the repeating of a statement's idea in different language and developing it in a bit more detail. Spoken language requires repetition to enhance understanding.

3. *The oral message should have variety in sentence structure and vocabulary.* In contrast to written prose, oral language generally uses

more variety in kinds of sentences, more variety in sentence lengths, more simple sentences, more sentence fragments, more quotations, more questions, more exclamations, and more contractions. Variety in the vocabulary used in a message also helps maintain interest and is a characteristic of good oral language.

4. *Oral language should fit the listeners and the speaking situation.* The special language requirements of oral communication mentioned so far perhaps are best summed-up in this requirement: the communicator's language should be adapted to his audience and to the occasion. In fact, the heart of successful communication lies in the point that every aspect of the message—subject, data, language, organization, and delivery—must fit the audience and the occasion.

Audiences vary in age, interests, intelligence, religion, educational backgrounds, and in many other characteristics. The language chosen be appropriate for each particular group of listeners. For example, your language when addressing a five-year old better not be the same as when you talk to a fifty-year old. If you don't use appropriate language for each, one will not be able to understand you and the other will think he is in his second childhood.

Communication situations also vary. There are four classes of communication situations classified according to the patterns of interaction between speakers and listeners. There is a two-person pattern and a small group pattern. There is also a one-to-many pattern and a mass pattern. Each of these uses varying degrees of formality. The two-person and small group conversational situations are usually informal in nature while the two-person and small group interview and committee meeting are apt to be formal.

DELIVERY

"Delivery" is the oral transmission of the speech to the audience and it covers just about everything involved in relaying a message between people. Delivery deals with the physical, psychological, phonetic, neurological and linguistic bases of speech—too much to treat here. While it is not possible to thoroughly explain delivery, two primary characteristics of effective delivery can be covered, naturalness and conversational quality. As this is done, the words of Demosthenes should be kept in mind. When asked what is the most important factor in public speaking, he replied, "delivery." When asked what is the second most important factor, he again replied, "delivery." Asked what was third most important, he replied once again, "delivery."

Naturalness. Most simply stated, naturalness of

delivery consists of any aspect of voice or bodily movement that does not call attention to itself. Any feature of the voice or any gesture or bodily movement which causes the audience's attention to wander from *what* you are saying to *how* you are saying it or *what* you are doing is unnatural. Naturalness of delivery is so normal and usual that the audience does not even notice it.

A speaker who mispronounces or articulates words poorly is not maintaining a natural delivery. His mispronunciation and poor articulation cause his audience to concentrate on those things rather than his message. Similarly, a speaker who continually makes some odd movement succeeds only in drawing attention to this unusual movement. Moreover, his action blurs and distorts his message, causing his audience to strain in an attempt to hear what he is saying. A speaker who turns away from his audience and talks away from them rather than to them is also quite of unnatural behavior. It is natural to face those whom we are talking to.

A natural delivery is certainly not something mysterious. We employ it everyday when we talk to friends and relatives. In these instances, we simply talk spontaneously and, when we are really interested in the topic, enthusiastically. There is nothing unnatural and unusual in these common speaking situations. We simply "act ourselves" as we exchange ideas with others.

In formal speaking situations, a natural delivery doesn't come automatically. It is admittedly difficult sometimes to relax and "be yourself." At first, you have to force yourself to be at ease. You more or less have to convince yourself that there is nothing strange about the situation. You are talking to a group of people who want to hear what you have to say. You have something to say and you want to get your message across as unartificially as possible. Fortunately, a natural delivery tends to be self-perpetuating. Once you finally experience the ease created by feeling at home with your audience, it becomes easier to duplicate the feeling

the next time. And it's the feeling of "being at home" that produces a natural delivery.

Conversational Quality. A conversational quality also leads to good delivery. It has two major features. The first feature is related to the creation of thought-units at the moment of utterance. A speaker, in other words, is conversational when he presents thoughts rather than mere words. If a speaker has to painfully think of each word before he utters it, painful pauses will punctuate his talk and the conversational quality will not be evident. When we converse with friends, we speak smoothly in thought units and sentences. Our talk flows. We proceed effortlessly not stumbingly.

The second feature of conversational quality appears in the speaker's willingness to adapt his message to his listeners and to take into consideration the feedback they provide. The speaker, in other words talks *with* not *at* his audience. If a speaker is listener-centered, a conversational quality will be characteristic of his speech. In our everyday conversations, we are listener-centered. We pay attention to what others say. We hear them out before we respond. There is give-and-take. An audience, of course, does not say anything. But people's eyes and facial expressions and movements say a great deal. A listener-centered speaker watches his audience and is sensitive to their responses. He adjusts his talk as he receives their feedback. As he makes the necessary adjustments, his talk takes on a conversational quality. Abraham Lincoln said: "When I'm getting ready for an argument with a man I spend one-third of my time thinking about myself and what I'm going to say, and two-thirds thinking about him and what he's going to say."

Both naturalness and conversational quality are basic elements of a good delivery. Both must be evident in a speaker's delivery if he is to communicate with maximum efficiency. Both characteristics are sharpened by time and experience. But both require a deliberate effort from the start.

貿易……

特にオーストラリア・ニュージーランド
との輸出入は……

エス・ウェダ貿易株式会社

東京都世田谷区祖師谷 3-44-20 電話 (484)2255

Managing Staff in 1975

EXECUTIVE COMMITTEE MEMBERS

President	Prof. Katsumi Itoh	Treasurer	Yoshifumi Ando
Chairman	Toshiki Fujiba	Assistant T.	Yasue Morita
Vice Chairman	Hiroshi Yoda	Planning and Management Agent	Kazuhiko Kurihara
Secretary General	Masahiko Fukuda	Assistant P.M.A.	Yoshie Okazaki
Assistant S.G.	Noriko Shiozaki		

SECTIONS

Speech	Kazutaka Haruna	Drama	Hiroshi Kokubo
Masami Kaneda	Kazumi Wakao	Naomi Kurakami	Kenji Iizumi
Kokichi Miyagishi	Takae Narishima	Junichi Okumura	Naomi Ikyu
Tomoko Yoshizawa	Tsuneo Komatsuzaki	Michiko Okuzawa	
Takashi Wagatsuma	Kaoru Yamakawa	Discussion	Hisayuki Inoue
Debate	Kouichi Miyamoto	Yoshinori Ishikawa	Hiroshi Tanaka
Tetsushi Torimiya	Shizue Numajiri	Yutaka Imai	Hiroaki Ohta
Nobuko Hirata	Hiroyuki Nakamura	Noriko Shiozaki	Kazuko Someya
Masao Ohmori	Yoshikuni Sato	Yoshie Okazaki	Toshikazu Muto
Yuji Fujita	Tetsushi Inomae	Recreation	Masao Ohmori
Public Relations	Yoshinori Ishikawa	Study	Tomoyuki Kikuchi
Yoshikuni Sato	Tomoko Yoshizawa	International	Toshikatsu Muto
Home Meeting	Norio Ikeda		

DELEGATES

Tohmonkai	Hiroaki Ohta	Japan Intercollegiate	
Assistant T.	Naomi Ikyu	Discussion Meeting .	Hitoshi Tanaka
Tokyo Intercollegiate		Cultural Federation ..	Kaoru Yamakawa
Debate League	Yuji Fujita	Four University	
Kanto Universities		E.S.S. Association ..	Junichi Okumura
E.S.S. League	Tetsushi Inomae		



Report From The Treasurer

REVENUE

Entrance Fee and Membership Fee of	
New Comers	¥ 775,000
Membership fee of Present Members	326,750
The Balance Brought Forward from	
the last Account	20,000
Sales of Member List	62,250
Sales of Badge	22,750
Sales of Drama Ticket	100,000
Sales of ACE	54,900
Sales of GWS	60,000
Sales of English Dictionary	3,000
Sales of English Master	50,000
Sales of Emblem	36,100
Financial Help from the Cultural	
Federation	60,000
Financial Help from Sponsors	70,000
Financial Help from Graduates	163,000
Total	¥ 1,803,700

EXPENDITURE

Carrying Forward	¥ 20,000
Secretary General	357,349
Planning and Management Agent	8,905
Discussion Section	104,495
Speech Section	148,017
Debate Section	249,033
Drama Section	378,956
Public Relations Section	245,670
International Section	29,260
Tohmon-Kai	44,080
K.U.E.L.	19,230
Four Univ. Association	120,000
All Japan Speech	78,755
Total	¥ 1,803,700

Yoshifumi Ando

*Treasurer
(Law, Junior)*

稲門英語会の欄

稲門英語会 昭和49年度会計報告書

(自昭和49年4月1日 至昭和50年3月31日)

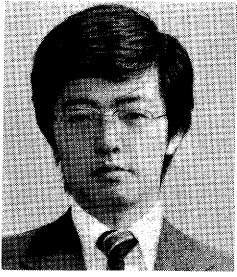
会計(S34卒) 大野 功

収入の部		支出の部	
前期繰越金	¥243,739	ESS ACE補助金 S48年分	¥ 20,000
現金 622		" S49年分	50,000
郵便預金 230,007		幹事会学生補助(7名)	21,611
振替預金 13,110		総会 "	17,882
		総会案内状発送費	40,925
会費収入	213,400	振替手数料	9,400
現金 11名		(支出計)	(159,818)
49/50年度 11,000			
振替 201名		次期繰越金	297,321
49/50年度 202,400		現金 62,604	
		郵便預金 21,407	
		振替預金 45,610	
		名簿発行立替金 167,700	
合 計	¥457,139	合 計	¥457,139

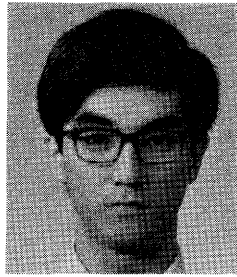
特別会計 (名簿関係)

収入の部		支出の部	
前期繰越金	¥ 850	印刷代@620×530冊	¥328,600
名簿売上収入		原簿作成・コピー代	3,720
現金 @1,000×14冊	14,000	切手・封筒代	27,630
" @ 700×27冊	189,000	計	(359,950)
(学生)		次期繰越金	
振替 159冊	158,500	一般会計より借入金	△167,700
合 計	¥192,250	合 計	¥192,250

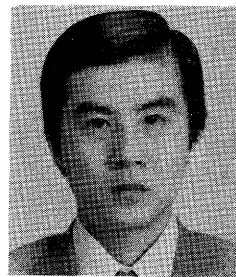
昭和五十年年度卒業生の欄



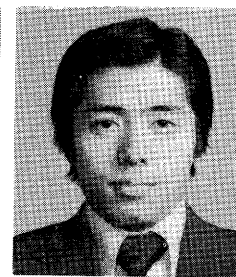
石井 誠二



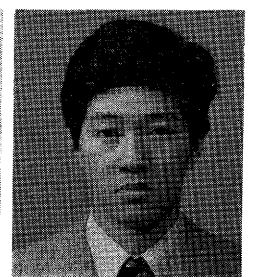
伊東 孝二



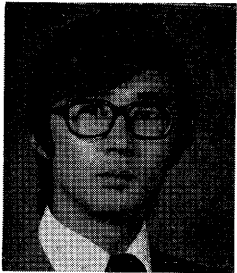
居森 計幸



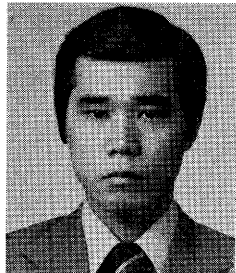
梅田 和彦



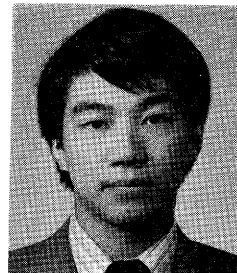
大部 基和



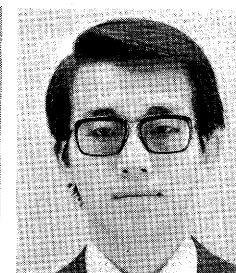
荻野 彰



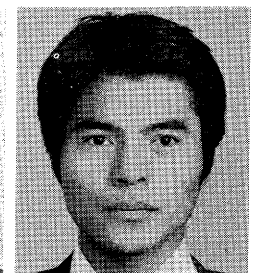
川上 正



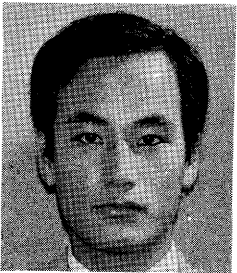
河本 英規



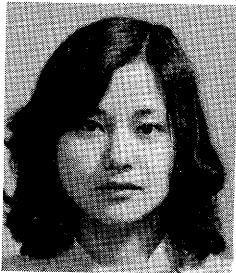
粟原 成美



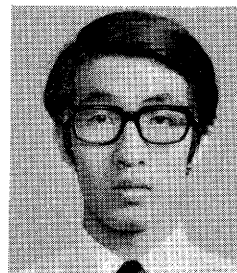
坂井 義昭



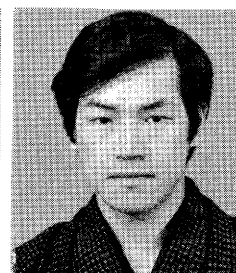
白木 達郎



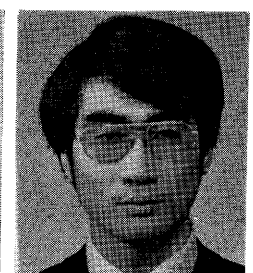
白鳥 美和子



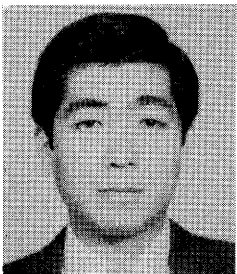
杉山 清



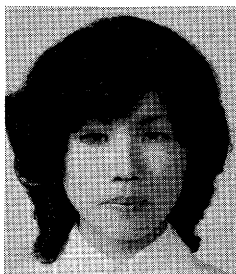
鈴木 誠一



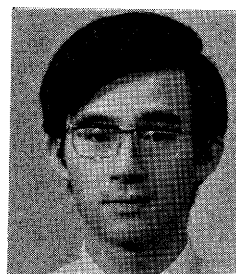
鈴木 啓之



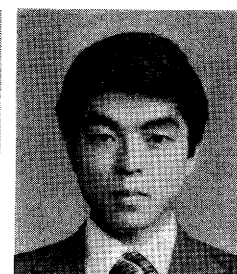
関野 充夫



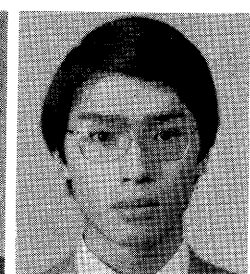
武井 和美



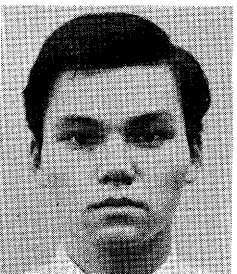
竹内 文隆



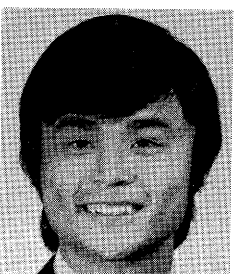
田中 利昭



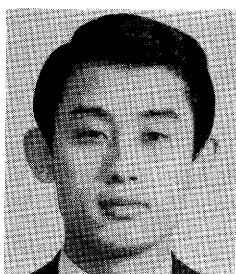
田中 信人



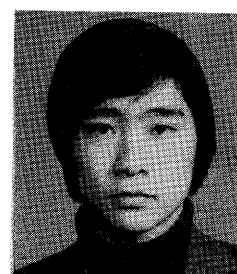
戸川 哲郎



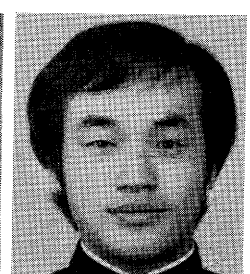
友添 雅直



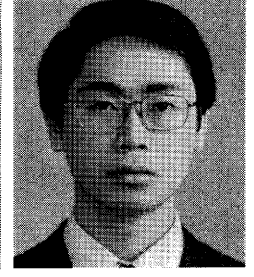
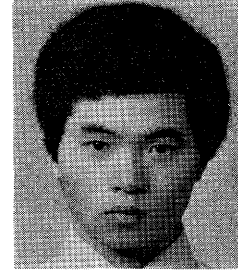
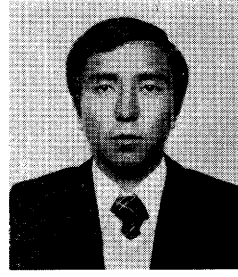
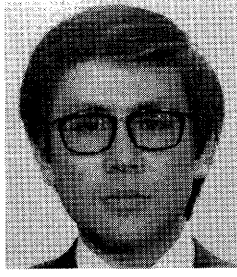
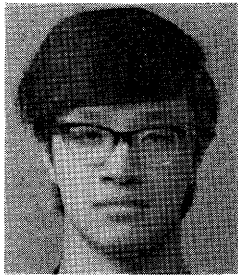
中島 滋生



中原 史裕



野地 茂樹



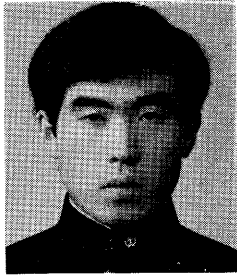
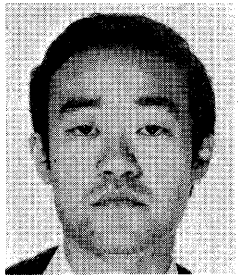
二木 淳夫

松岡 徹

三森 伸彦

山田 御酒

吉岡 克則



吉村 公志

渡辺 修哉

石井 誠二	政経	J.I.D.M.	ニッカ	竹内 文隆	法	H.M.	明治屋
伊東 孝二	政経	Study	野村証券	田中 利昭	政経	Rec.	日産自動車
居森 計幸	商	Drama	丹青社	田中 信人	法	Deb.	
岩沢 勝康	政経	文連	住友銀行	戸川 哲郎	政経	副幹事長	三和銀行
梅田 和彦	政経	会計	ソニー	友添 雅直	法	Dis.	
大部 基和	商	稲門会	西友ストアー	中島 滋生	商	Sp.	大福機工
荻野 彰	法	幹事長		中原 史裕	政経	Dis.	
川上 正	政経	Dis.	野村証券	野地 茂樹	理工	Sp.	前川製作所
河本 英規	一文	総務	勝山機械	二木 淳夫	政経	Sp.	三井物産
栗原 成美	法	P.R.	フジタ工業	松岡 徹	政経	Deb.	野村証券
坂井 義昭	商	4-Univ.	北陸銀行	光永 仁	商	Dis.	
白木 達郎	商	Dis.	松下電気産業	三森 伸彦	商	Dis.	日興証券
白鳥 美和子	一文	Deb.	静岡鉄道観光	山田 御酒	商	企画管理	フジタ工業
杉山 清	商	Deb.	日本冷蔵	吉岡 克則	商	Deb.	
鈴木 誠一	政経	Deb.		吉村 公志	商	Dis.	
鈴木 啓之	法	Dis.		渡辺 克子	一文	Sp.	東急不動産
関野 充夫	商	T.I.D.L.	明治屋	渡辺 修哉	政経	Deb.	サントリー
武井 和美	教育	Drama					

50年度
花の卒業生

もういいかい



早稲田でてから気がついた
時の流れはおそろしい
今じゃ、きどった社会人
思い返すも赤面の
顔をあわすも恥かしい
バカな連中ばかりです
ところがどっこい考えりゃ
おいらもバカの一人です
バカの顔も時たてば
ちったあかしこくなったかも
そぞろバカ共 なつかしい
一杯やろうや もういいかい

東日本連絡幹事 三 浦 豊

〒227 横浜市緑区荏田町481-12
荏田明生寮 ☎ 045-912-2397

最 高 幹 事 木 原 秀 佐
兼西日本代表幹事

〒592 大阪府高石市羽衣2-5-44
三和銀行羽衣寮 ☎ 0722-61-2543

Editorial Staff

Editor-in-Chief	Yoshinori Ishikawa	(3)
Editors	Yoshikuni Satoh	(3)
	Tomoko Yoshizawa	(3)
	Toshio Hikita	(2)
	Yoshiko Ishimine	(2)
	Noriko Takamura	(2)
Co-operators	C. A. Holeman	
	R. J. Crow	
Advisors	Prof. Katsumi Itoh	
	Shigemi Kurihara	

THE ACE VOL. 17

Published under the authority of
The English Speaking Society of Waseda University
by Public Relations Section
Printed by Japan Printing Co., Ltd. (Tel. 873-3047)

欧文印刷

JAPAN PRINTING CO., LTD.



4-8-2, Negishi, Taito-ku

Tokyo 110

Japan

TEL.: 873-3047

THE ENGLISH SPEAKING SOCIETY
OF
WASEDA UNIVERSITY